

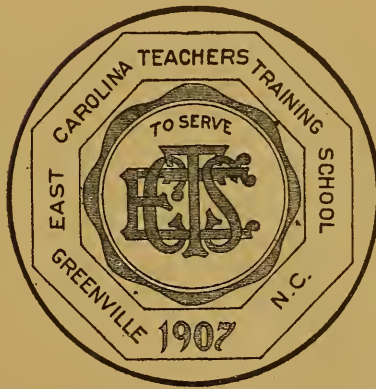




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The Training School

Quarterly



April, May, June
1915

Table of Contents

Extension Teaching in Agriculture and Household Arts in Ireland,	A. C. MONAHAN
Pictures—Educative and Decorative.....	JOHN J. BLAIR
Art in Child Life	JAQUES BUSBEE
Public School Drawing.....	KATE W. LEWIS
Dining-room Decorations at the Training School.....	MARY RANKIN
Pine Needle Basketry	FANNIE LEE SPEIR
County Commencements.....	DAISY BAILEY WAITT
Editorials.	
Suggestions—	
Bird Study in the First Grade.....	MIRIAM MCFADYEN
Making Bean Bags in the Second Grade.....	MYLITTA MORRIS
Design in the Fourth Grade.	
Miscellaneous Suggestions for the Third Grade.	
Illustrating Rhymes	MILLIE ROEBUCK
Question Box.	
Reviews.	
Alumnæ.	
School Organizations.	
School Notes.	
School Spice.	

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SCENES FROM "THE SCHOOL FOR SCANDAL."

The Training School Quarterly

VOL. II.

APRIL, MAY, JUNE, 1915.

No. 1.

Extension Teaching in Agriculture and Household Arts in Ireland

A. C. MONAHAN

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THE growth of the movement in the United States for extension teaching in Agriculture and Household Arts on the part of the State Colleges of Agriculture and Mechanic Arts during the past ten years has created great interest in this subject. Especially is this so at the present time on account of the action of the last Congress in providing Federal aid to these institutions for such extension work under what is known as the Smith-Lever Act. Information is being sought in all parts of the world where similar undertakings are to be found in order that the best schemes in operation may be made use of in the United States. Among various countries of Europe from which valuable lessons for the United States may be obtained is Ireland. The Irish plan of extension teaching in Agriculture and Household Arts is probably the best organized in the world, not only on paper, but in practice as well. The writer spent several months in Europe early in 1914, studying the work of various educational agencies for the benefit of rural people, one month of which was spent in Ireland, making a special study of this extension teaching.

There are four distinct movements in Ireland for the betterment of rural folk which are attracting world attention. The first is the work of the Congested Districts Board, organized about sixteen years ago by an act of Parliament and charged with the duty and authority to purchase, at forced sale if necessary, the great estates given over to grazing cattle and sheep, to divide these estates into forty-acre farms, and to sell these small farms to Irish peasants living in the "congested districts." This term is applied to certain sections—in the peat bogs and on the mountain sides—where the population is many times greater than the land is capable of supporting. The population in these districts are the descendants of tenants evicted from the good agricultural lands now being divided when such lands were turned over from cultivation to grazing. These large estates have been owned since the conquest of Ireland by Oliver Cromwell by English landlords and were farmed by Irish tenants. When American agricultural products found the English market in large quantities, beef and mutton became more profitable than other agricultural products. Tenants were forced from their holdings

by exorbitant rents, so that the land might be turned into pasturage. The only places open to them for settlement were the bad lands in the peat moors and on the rocky mountain sides. "Dug over" peat land—that is, land from which the peat has been removed—is capable of cultivation. Tiny patches of the mountain sides were cleared of stones and used as gardens. The conditions under which people were living in the peat moors and on the mountains is hardly imaginable and is almost impossible of description. Such a description, however, is unnecessary here. To these people the good agricultural lands are now being opened up, slowly, of course, as time is required to settle litigations with land-owners who are unwilling to give up their estates, and to survey and divide the estates, to build the necessary roadways, provide drainage, and erect houses on each farm. When the estates are ready for settlement, the small farms, with the houses erected on them, are sold on long terms, sixty-six annual payments covering principal and interest. These annual payments are less than was formerly charged for rent.

It was the pleasure of the writer to ride about three old estates—thirty thousand acres in all—of the most beautiful agricultural lands one could imagine. One of these had been divided and settled seven years before, the second two years before, and the third was being divided at the time of the visit. On the first were living between two hundred and three hundred families in neat cottages surrounded by well-kept and well-cultivated farms bearing all the marks of an industrious, prosperous, and happy people. The contrast between the condition of these people and those in the congested districts not over a dozen miles away was more marked than that between the best white people of North Carolina and the poorest negroes.

The second movement was the establishment of the Irish Agricultural Organization Society, the I. A. O. S. as it is usually called. In 1889 Sir Horace Plunket and a few other Irishmen saw that Ireland must organize her agricultural people in order that her agricultural products could compete successfully in the English market with the agricultural products of such European countries as Denmark, where the farmers were organized, and those of North and South America, and other far away countries brought close by cheap transportation. After five years of educational campaigning, the I. A. O. S. was formed to assist in the formation of farmers' organizations for buying and selling, and for borrowing money. In the first ten years of its existence, over four hundred organizations were formed. By 1914 there were approximately twice as many. All do not attempt to do the same work. Some are buying and selling organizations only, buying at wholesale in quantities the things needed on the farms of their members and selling, in large lots without the assistance of middlemen, carefully sorted and packed agricultural products such as butter, eggs, poultry, bacon, ham, honey, etc. Many are creamery associations, owning and operating creameries making a

uniform grade of butter from the milk of the cows owned by their members. The butter is packed and sent to the London market, where good prices are obtained on account of its quality and the guarantee relative to its quality by the creameries which make it. Others are borrowing associations. These are of special interest as farmers in Ireland, as well as in the United States, have difficulty in borrowing money for the time necessary to raise and harvest crops. These Irish coöperative borrowing associations are copied after the Raffeisen Banks of Germany. A dozen or twenty farmers in a community may form an association. None subscribe stock. The association borrows money from various banks *without any security except that every member is individually responsible for the entire amount borrowed*. When twenty farmers borrow money on this condition, the banks making the loan are as secure as if government bonds had been deposited as security. The money is then loaned to individual members for *productive purposes* only, after the loan and the purposes have been approved by the entire membership of the association. One farmer may desire to borrow one hundred dollars for six months to lay drain pipe. He gets the loan if the other farmers in the association are of the opinion that the expenditure for drainage will be justified. The scheme interests every farmer in what every other farmer is doing and has many self-evident advantages.

The third movement is for the improvement of livestock. Ireland's agriculture, to be the best for generations to come, must be an agriculture based upon farm stock. The climate is too moist for grains to ripen well. The greatest profits will come from animal products, such as milk, cream, butter, eggs, poultry, honey, beef and mutton, so that the products of the soil may be fed to stock and the fertility of the agricultural lands maintained. The Department of Agriculture and Technical Instruction is responsible for the movement to improve all kinds of livestock throughout Ireland by a system of inspection and approval of breeding animals. High-grade animals only are approved, and the services of these are placed within the reach of the poorest farmer by a system of "grants" from the Department made to pay for such service. For instance, a poor farmer desiring to secure a better grade of turkeys may purchase from the owner of a flock of approved turkeys a setting of eggs at the same price that he would pay for eggs from an unapproved flock, the Department paying to the owner of the approved flock the difference in price.

The fourth movement is for the direct teaching of agriculture and household arts to adults through various schemes. For the agriculture, there are employed in each county a number of itinerant instructors in agriculture, horticulture, bee-keeping, poultry, and butter-making. The instructors in poultry and butter-making are women. In the thirty-three counties there are employed approximately 138 agricultural instructors. In addition, there are employed by the Department forty-three "over-seers," who are special instructors devoting their entire time to assisting

the new farmers in the newly settled regions opened up by the Congested Districts Board. These itinerant instructors devote their time to advising farmers relative to their farm work, conducting field experiments, and demonstrations, and in lecture work.

In addition, from November to March they are employed in teaching the winter agriculture classes. These winter agriculture classes are held in two or three places in each county, each extending through sixteen weeks. They are open to young men living on farms. Similar classes are held by the women instructors in poultry and dairying. The itinerant instructors also act as inspectors for the Department in various agricultural schemes performed by local authorities under the general direction of the Department of Agriculture and Technical Instruction.

For household arts there are employed in each county special itinerant teachers who devote most of their time to holding schools in various sections of the county for girls above school age and for adults. The schools are held in whatever buildings may be provided by the community—sometimes the schoolhouse, sometimes the court room, and in many instances cottages formerly used as dwelling houses. The teacher brings with her the complete equipment necessary for conducting classes in cooking and sewing. The size of each class is limited to sixteen, but two classes are organized in each community, one attending from three to five each afternoon, the other from seven to nine. The school, as a rule, remains eight weeks in the one community. Each person attending gets, therefore, forty two-hour lessons. The work given is of the most practical kind, intended to assist farm wives in getting the most possible out of the foodstuffs which they have to prepare.

In addition to these movable schools of agriculture and domestic science, there are held schools of farm carpentry. The arrangement is similar to that for the cooking schools. The instructor, with eight carpentry benches, at each of which two persons may work, and the other necessary equipment, goes to a community and remains for eight weeks with classes in the late afternoon for the older schoolboys and in the evening for boys and men employed on the farms during the day. The work done is confined largely to the construction of articles used on the farm or in the farm home.

For the more formal education in agriculture are maintained several classes of schools. There are five agricultural stations, which are in reality practical farm schools. One located at Athenry may be described as typical. This station school consists of a six-hundred-acre farm, conducted as nearly as possible as a model commercial farm, under the immediate direction of a competent farmer. Assisting this farmer is one instructor, most of whose time is given to class-room work. On the farm are living thirty young men students who are admitted to the school for a twelve-months' term. During this complete year they do all of the farm work, devoting practically ten hours a day to farm labor and three

hours a day to class-room work. The boys employed in the barns with the stock attend classes in the afternoon; those working in the fields attend classes in the evening. The class-room work is largely agriculture with some general science and additional work in English, literature and arithmetic. It is the aim of the school to give every boy actual practice in the various farm operations so that he will be familiar with all ordinary farm operations and modern farm methods. At the completion of his year's work, he is paid the equivalent of fifty dollars in cash if his work has been satisfactory. The boys for this school, as well as for the other similar schools, are selected from the most promising youths in the sixteen weeks' winter classes conducted by the itinerant instructors in the various counties. The majority of those finishing the course return to the farms.

In Glasnevin, a few miles north of the city of Dublin, is maintained what is known as the Glasnevin Agricultural College. This is also a one-year school attended by boys who have completed the one-year course at the various station schools. The Glasnevin Agricultural College is located on a fully equipped modern farm. The boys devote much more of their time to class-room work, but are still required to do much practical work on the farm. At the completion of their one-year course, those whose work has been most satisfactory are sent to the Royal College of Science, located in Dublin, where they receive a full four-year course equivalent to that given in the best agricultural colleges in the United States. None of their time is given to farm practice, as they are all perfectly familiar with the farm practice from their two years experience before entering the Royal College. In connection with their class-room instruction there is, however, considerable laboratory work and demonstrations on the farm at the Glasnevin College. Also, students visit private farms in the vicinity for the purpose of studying farm stock or various phases of agricultural work. The graduates of Glasnevin College who do not enter the Royal College either return to the farms as farmers or are employed as overseers in the congested districts. Graduates of the Royal College of Science from the Agricultural Department are practically all employed as itinerant instructors in the various counties or as instructors in agriculture in the station schools or other schools.

For girls there is a similar system of schools; the most promising girls attending the classes conducted by the itinerant county instructors in dairying and poultry are awarded scholarships in the Munster or the Ulster Dairy Institutes. There are also maintained what are known as Schools of Rural Domestic Economy. In these, girls are taught the things that the rural housewives need most to know, that they may be efficient housekeepers and home makers. The courses include cooking and sewing of the most practical kind. In addition, they are taught dairy work, poultry raising, and kitchen gardening. With this practical work are given courses in reading, arithmetic, and other regular

school subjects. Courses are one to two years in length. Graduates return to their homes to work, except those who may be selected to attend the Dairy Institutes just mentioned.

At the Munster and Ulster Dairy Institutions all girls take a one-year course in practical work in dairying, poultry keeping, and in household arts. The arrangements are very similar to those at the agricultural station schools for boys. The most promising girls, upon the completion of the one-year course, are sent to the Munster Institute, where two years additional work is provided to fit them for service as itinerant instructors in the various counties or for instructors in the schools of rural domestic economy.

All of this work mentioned above, in the improvement of livestock and in the maintenance of itinerant instructors in agriculture and household arts, as well as the management of the agricultural schools, the agricultural college, the dairy institutes, and the Royal College of Science, is under the *Irish Board of Agriculture and Technical Instruction*. This board was organized in 1900 and is supported by a parliamentary grant. Its policies are determined largely by an advisory committee consisting of two representatives from each county. To it is given, in addition to the functions already stated, general control work in agriculture (performed by State boards of agriculture or agricultural experiment stations in this country), such as the prevention of diseases among livestock, the analysis and certification of fertilizers, inspection of nursery stock, etc. In addition, it replaces the old Board of Fisheries with functions relative to the control and encouragement of the fishing industry. It has two departments, one concerning itself with agriculture, the other with technical instruction. The department for technical instruction has in a large measure control of the technical schools, continuation schools, etc., established in most of the cities of Ireland.



508 Cinderella and the Doves



48—Solitary Valley.



4—Crows in Snow.



50—Swans.



210—A May Morning.



512 The Farmstead

Pictures—Educative and Decorative

JOHN J. BLAIR.

Superintendent Wilmington Schools.

IN recent years considerable attention has been given to schoolroom decoration. There are two phases of the subject always to be considered:

1. The selection of pictures in good taste which should be chosen from the standpoint of the child's comprehension and appreciation.

2. The arrangement of these pictures upon the wall in such a way as to form a harmonious and effective scheme of decoration.

With a little thought and consideration, objects of art can be presented which come within the range of the child's school experience, and at the same time form a general classification which is systematic.

An arrangement which has been tried by the writer with fairly satisfactory results may properly be discussed as serving for an appropriate scheme of decoration for primary and grammar schools, both city and rural. In analyzing the situation, it was deemed wise to relate the picture to a certain extent to the course of study as outlined for each year, resulting as follows:

FIRST GRADE—BIRD LIFE.

1. Swans, Schramm-Zittau.
2. Crows in Snow, Fikentscher.
3. Sea Gulls, Matthaei (508).
4. Cinderella and the Doves, Herrman.
5. Song of the Lark, Breton.
6. Geese, Pearson.
7. Feeding Her Birds, Millet.

A border of birds in color—Perry Picture size.

SECOND GRADE—ANIMAL LIFE.

1. A May Morning, Fikentscher.
2. Call of the Shepherd, Van Volkman.
3. Midday Rest, Hosse (249).
4. A Little Child Shall Lead Them, Strutt.
5. A Distinguished Member of the Humane Society, Landseer.
6. Foxes, Liljefors.
7. The Knitting Shepherdess, Millet.

Animal border above black-board. Perry Picture size.

THIRD GRADE—INDIAN LIFE.

1. Hiawatha, Norris.
2. Signal of Peace.
3. Medicine Man.
4. The Protest.
5. Appeal to the Good Spirit, Dallin.
6. Dawn, Eggleston.
7. Comanche Indian Camp.
8. Arapahoe Indian Camp.

Indian border, Perry Picture size.

FOURTH GRADE—CHILDHOOD AND YOUTH.

1. Helping Hand, Renouf (Washington).
2. Torn Hat, Sulley (Boston).
3. Age of Innocence, Reynolds.
4. Strawberry Girl, Reynolds.
5. William of Nassau, VanDyke (St. Petersburg).
6. The First Step, Millet.
7. Caritas, Abbott H. Thayer.

FIFTH GRADE—THE BEAUTIES OF EARTH, SEA, AND SKY.

1. The Setting Sun, Bauer (92).
2. The Farmstead, Matthaei.
3. The Red Sunset, Kampmann (39).
4. The Windmill, Ruysdael.
5. Old Temeraire, Turner.
6. Lake at Ville d'Avray, Corot.
7. Dance of Nymphs, Corot.
8. The

Harp of the Winds, Homer D. Martin. 9. The Rainbow, Millet. 10. Roll on in Silent Majesty, Alquist.

SIXTH GRADE—DISCOVERY AND EXPLORATION.

1. Boyhood of Sir Walter Raleigh, J. E. Millais. 2. Lewis and Clark. 3. Landing of Columbus, Van der Lyn. 4. Captain John Smith. 5. De Soto's Discovery of the Mississippi. 6. Sacajwea Leading Lewis and Clark to the Pacific Ocean.

SEVENTH GRADE—COLONIAL, EARLY SETTLEMENT AND REVOLUTION.

1. Independence Hall. 2. Puritans Going to Church, Boughton. 3. "Spirit of '76," Willard. 4. Mt. Vernon. 5. Landing of Pilgrims. 6. Paul Revere's Ride. 7. Washington and His Mother, Fournier. 8. Penn's Treaty with the Indians, Benjamin West. 9. Mayflower in Plymouth Harbor, Hallsall.

EIGHTH GRADE—PICTURES PERTAINING TO LABOR, SCIENCE, AND COMMERCE.

1. Oxen Going to Labor, Troyon. 2. The Angelus, Millet. 3. The Gleaners, Millet (Paris). 4. Grainfield, Volkman. 5. Plowing in the Neversais, Rosa Bonheur. 6. Watts' Discovery of the Power of Steam. 7. Ship Under Full Sail, Schnars Alquist. 8. The Sower, Millet.

The suggestive list above given would not meet the artistic needs completely if plant life were not introduced. The Creator has placed within us an unbounded appreciation of beauty as revealed in color and form of flower, tree, field and forest. Such subjects can with discrimination be selected for all of the grades with perfect propriety.

Audubon introduced in all his paintings of birds, bits of branch, leaf or flower, characteristic of their environment. In Wilmington we are fortunate in having some of the original prints in natural colors, the gift of a friend who is herself a lover of bird life. They are, however, too rare and expensive to recommend in this collection, which is intended to be adapted to all schools, both city and rural.

It should be borne in mind in this connection that the training of taste can not be effected by means of photographs of scenery and people. One or two selections may not seriously detract, but too many will give to a room the appearance of a railroad office. As to portraits of great men, we sometimes advise that they be exhibited only during their birthday month or week.

PURPOSE AND INTERPRETATION.

We must not ignore the effect of environment on the life of a child. An orderly schoolhouse of good design, with well-kept grounds and decorated with wisely selected works of art, can not but have a silent and powerful influence upon the child's life. His daily association with good pictures can not but serve as a means of developing culture.

I have endeavored in this suggestive program to include one of Millet's in most of the divisions. I regard his pictures as possessing many qualities which make them admirably adapted to school use. First, the bold

figures stand out prominently and distinctly, making a well-defined and attractive composition. The sentiment is never strained, artificial or morbid. Any one who has seen the original of the Gleaners in the Louvre can not but recall its brilliancy of landscape, of sky, the harvesting of the crop, the grace and strength of the three stooping figures, from which the painting gets its name.

In the Angelus, at the sound of the distant bell, announcing the hour for worship as is the custom in the Greek Church, the laborers cease their toil and reverently stand for a moment's prayer. It may be of interest to know that this painting is owned by a private gentleman in France who has refused for it first sixty, then eighty, and, finally, one hundred thousand dollars. The Angelus has been exhibited in America, but on account of the prohibitive insurance and customs rate it had to be returned after a period of six months.

The Knitting Shepherdess, with the bold figure in the foreground and the sheep quietly feeding under the guardianship of her shepherd dog, presents a fine type of peaceful pastoral scene.

"The First Step" instantly makes its appeal to the human sympathy. The people are far from beautiful; they are plain, hard-working, peasant folk, but the self-forgetful love shown in teaching the clumsy child to walk makes them akin to every one who has a warm heart of his own. The people are not looking at one another, but their interest is centered in the little child, who is taking his first step. There is nothing inspiring in the composition of the picture. There are no vertical lines which carry the thoughts upward; the horizontal everywhere suggests the dead level of the commonplace so that the whole impression of humble toil is emphasized. We can not tell where the charm lies, but we feel it. It may lie in the combination of brute strength and fatherly tenderness expressed in the outstretched arms.

In Abbott Thayer's Caritas the title suggests care or protection. As the wings are symbolic of protection, so also are the outstretched hands. The original of this painting is in Boston.

The Temeraire (London). The varied aspects in which this painting may be considered justify its place in the collection. First, its beauty as a work of art lies in the matchless splendor of the sunset which illumines the tragic scene. Turner here appears at his best as a colorist. It also possesses a historic value. Captured from the French at the battle of the Nile, she still bore her French name when she took part in the battle of Trafalgar, her place in the line of battle being beside Lord Nelson's flagship, the "Victory." The stately majesty with which she rides helplessly on her last voyage to final destruction, is suggestive of almost human suffering. The painting, which was made in 1839, created the same outburst of enthusiasm in England as did in America Holmes' poem "The Constitution," which was an appeal to save from destruction the old warship of this name.

Reference should be made here to two pictures which are universally loved and enjoyed by young and old alike. One, "A Little Child Shall Lead Them," is, in its class, unsurpassed as an appropriate theme for childish contemplation and ennobling thought, "The wolf also shall dwell with the lamb," etc. Another, "The Boyhood of Sir Walter Raleigh," probably possesses as many ideal qualities which a schoolroom picture ought to have, as any one named in the entire list. There is behind it a notable historic fact, there is the atmosphere of adventure and discovery, the mystery and magic of the sea, the boy's fascinating face reveals the emotions of his mind as he listens to the sailor's thrilling tale of voyages that are yet to be.

GREAT PAINTINGS NOT ALWAYS APPROPRIATE.

It may be of interest to insert here the list of what are recognized by critics as the ten greatest paintings of the world, and to endeavor to show that comparatively few of these are appropriate for school or even home decoration. The generally accepted list is as follows:

1. Sistine Madonna.....*Raphael*, Dresden.
2. Transfiguration.....*Raphael*, Rome.
3. Holy Night.....*Correggio*, Dresden.
4. The Last Supper*Leonardo daVinci*, Milan.
5. The Last Judgment.....*Michael Angelo*, Rome.
6. The Night Watch.....*Rembrandt*, Amsterdam.
7. Aurora.....*Guido Reni*, Rome.
8. The Ascension.....*Titian*, Venice.
9. Immaculate Conception.....*Murillo*, Paris.
10. Descent from the Cross.....*Reubens*, Antwerp.

It is well for pupils above the fifth grade to know these paintings and artists through the medium of the Perry pictures, but only the following lend themselves successfully to home and school for decorative and cultural purposes:

First. *Sistine Madonna*, with its wonderful history and universal popularity which it has enjoyed; the real and imaginative qualities which it possesses, combine to make a picture which appeals strongly to the popular taste and fancy of both young and old. It was placed originally in the monastery of St. Sixtus, whence its name. The attendant figures exist for a purpose; St. Barbara, with an expression of sympathetic appeal, invites the worshipers to join with her in the adoration of the Virgin and Child. Saint Sixtus, with a look of angelic appeal, with outstretched hand, invokes the divine blessing upon the multitude below. The little cherub faces, so the story goes, were suggested by the artist finding two children in front of the unfinished picture, enraptured with the scene.

Second. *Holy Night*. This is a picture which appeals to the popular taste. The brilliant light is not the light of the sun or the moon, or other



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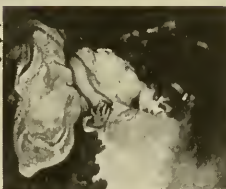
121E



112C



110



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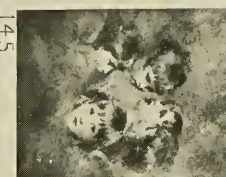
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145



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152C



147



115



114



143C



144C



149



157E



110C



134



104



151C



109

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form of artificial light, but the superhuman light emanating from the Christ Child Himself. The angelic group hovering above the scene and the shepherds with their gifts complete the composition.

Third. *Aurora*. This scene represents the Goddess of the Morning scattering flowers upon the awakening earth. She is attended by the fleeting hours which advance with rapid pace. The twilight hours are dim, and the midday hours are bright and fair. A sense of the forward movement is suggested by the swiftly moving chariot driven by Phœbus, the flowing drapery, and the flaming torch of Lucifer leading his brilliant procession.

Fourth. *The Immaculate Conception*. This notable painting is one of the priceless gems of the Louvre collection. The artist painted this subject many times. The figure of the Virgin seems to be suspended in the air, the hem of her garments resting upon the crescent of the moon. A wreath of heavenly cherubs, such as Murillo loved to paint, forms a brilliant setting for the celestial vision.

The others of the ten great paintings may be studied with profit by students of art, but none of them, either through the sentiment which they convey, or composition, or color, are acceptable for purely decorative purposes.

In every schoolhouse there should be kept on file as a part of the equipment, a few illustrated catalogues, giving prices and showing the composition of pictures. The following are suggested: Rhine Prints, Atkinson-Mentzer Co., Chicago, Ill.; Perry Picture Co., Malden, Mass.; Emery School Art Co., Boston, Mass.; Elson Art Publication Co., Belmont, Mass. Our thanks are due this company for the half-tone pictures.

"As the sun colors the flowers, so art colors our lives."

Art in Child Life

JAQUES BUSBEE.

CHINK not for a moment that clothes can be excused on account of their usefulness. Cloaks were not first made for warmth, breeches for modesty. Clothes were primarily decorations, developed from tattooing, through our love of color and ornament; the idea of comfort and modesty long after evolving.

Color was the first appeal. Primitive man clothed himself in the simple dignity of the primary colors. His ego was gaily enlarged and accented with blue, red, yellow. His breast was marked with the best drawing he could make of some beast, his legs were tattooed like the scales of fish, his arms, his back—no part whatever was neglected—all was covered with the most brilliant color his ingenuity could devise, and all was pure decoration—no inkling of modesty, no sense of comfort.

Herbert Spencer (the wisest man who has ever lived) has shown how the child follows the development of the race in his progress from infancy to maturity and old age. Therefore we find in all children a primitive love of strong color. For the mind at birth is even less developed than the body, and its full ripening requires more time than is needed for perfect bodily growth. Both the virtues and faults of children resemble the savage because the instincts and emotions of the primitive man are the first to mature within him; they are the first to mature in the individual because they were the first to mature in the history of the race, being the most necessary to self-preservation. The mental, moral and æsthetic faculties in the average case develop in middle life, as they are comparatively recent products of social discipline and civilized habit. And to this period of personal evolution probably belongs the finer sense of beauty and subtlety in color—a much simpler faculty than the ethical sense, though possibly related to it in ways unsuspected.

Vivid, crude colors appeal to the rudimentary æsthetic sense of children as they do to the æsthetic sense of savages. Is it, therefore, surprising that the average school child gives no response to pictures in black and white? Is it any wonder that a photograph or other reproduction in monochrome of paintings leaves the child cold and uninterested?

The appreciation of pictures is a progress like everything else. The eye requires training just as the voice or ear requires it in the study of music, and it does not necessarily follow that we *perceive* simply because we *see*.

The rules of picture making, of composition and chiaroscuro, are no less exacting than the rules of syntax. Even to an artist whose eye is trained, whose familiarity with pictures helps him to supply in imagina-

tion the color lacking in a photograph, a reproduction in black and white is but a translation of a picture, a hint of its possibilities, for the thing that a photograph shows is only the form, the skeleton on which the color is the outward and living flesh. Knowing the style and individuality of a given painter's work, a reproduction of it in monochrome gives little more than a hint of the work itself—the very essence and charm of painting being color.

What child would not prefer a chromo of crudest color to an etching by Rembrandt or Whistler? What child would not choose a circus poster to a photograph of the Sistine Madonna? Is it not more reasonable to guide and slowly develop this rudimentary color sense, than to place pictures before children which they take little more interest in than would animals? For no animal has ever been known to receive a sensation of reality from a picture—to mistake a painting for life, the Greek fable of the painter whose picture of cherries the birds pecked at, to the contrary notwithstanding.

School walls should be hung with pictures *in color* of subjects that are simple in themselves and make their appeal directly to the eye—pictures that “tell no story,” that illustrate no romance, that have no ulterior purpose but to create their effect and reach the brain through the eye alone.

Such subjects cover a large field including all modern landscape and genre subjects like those of Millet, l'Hermitte, Duprè, LePage and others. Their peasants are pictured doing the ordinary things about the house or in the fields that are self-evident to any child. They are subjects that require no explanation and no previous knowledge to understand. They are within the experience of all. They are not “literary” or anecdotal.

On the contrary, would an explanation of, say LePage's “Jeanne d'Arc” listening to the voices reach a child at all? Could the meaning of full length portraits of Virtues, family groups of abstractions or the allegorical figures and processions of Sargeant's “Prophets” ever be borne in upon a child?

The finest examples of Art are appreciated fully only by artists, men trained along certain lines whose eyes see more fully and are capable of more subtle discrimination in color than the ordinary eye. It has become the style to admire (whether we really do or not) certain pictures which artists and critics say are worthy of universal admiration, but this universal admiration could much more properly be classed as a “fad.”

Descending the scale of culture the enjoyment of color becomes more and more primitive until we reach the crude brilliancy of color that is only enjoyed by savages and children. Who cannot recall in certain

lowly parlors brilliant blue Madonnas, scarlet Magdalens, grass green Disciples and Prophets?

Taste cannot be created or taught, but it can be trained and developed. Beautiful objects within the possible comprehension of children, constantly before them, will not only lead them up to a final comprehension of the finest in Art, but will also accomplish that most desirable of all things—a perception of beauty in the commonplace and a deeper joy in this present visible world.

Blind

The spring blew trumpets of color,
Her green sang in my brain,
I heard a blind man groping
“Tap-tap” with his cane.

I pitied him in his blindness,
But can I boast “I see?”
Perhaps there walks a spirit
Close by, who pities me.

A spirit who hears me tapping
The five-sensed cane of mind,
Amid such unguessed glories
That I am worse than blind.

—Harry Kemp in *The Independent*.

Public School Drawing

KATE W. LEWIS.

CO train the eye, the mind and the hand to work together; in other words, to teach the child to observe more closely and to express graphically what he sees, thus giving him a new language, picture language, which is intelligible to all and a more universal language than the language of words, and to develop the appreciation of the beautiful, has been my purpose in teaching Drawing. Several years ago H. T. Bailey, editor of *The School Arts Magazine*, sent to seventy supervisors and teachers of Drawing the question: "Why Should Drawing be Taught to Children?" We anxiously waited for the answers and I read them to the students, but we kept our same purpose, feeling that it summed up the twenty answers before us.

Drawing, as much, if not more than any subject in our schools, trains the senses. Dr. Eliot says, "I have been much disposed of late years to dwell upon the absence of sense training from our systematic education. I believe that to have been the greatest defect in the kind of education which has come down to us from the Middle Ages, and from the early Universities, the omission of systematic training of the senses. Here we come to the value of the concrete and practical in education. That value first declares itself in the improvement of the observing senses and then in the skill of hand and eye, which results from such training. What are the subjects which are obviously serviceable in training the senses? First, Drawing, an admirable training for the eye and hand, but now pitifully neglected throughout the whole American system."

Through Drawing the child learns to observe more closely and with more interest and enjoyment the things about him. Observational Drawing should be as accurate in every particular as is possible for the child, forming the basis for faithful records. To draw an object requires mental activity comparable to that which occurs when a thought is translated from one language into another.

Drawing gives the child the power of conversational expression. This is the first language of all nations. Experts have spent and are spending time and money learning the History of ancient Egypt from the hieroglyphics engraved on their obelisks and tombs. The Indian Totem poles might also be mentioned. Conversational Drawing is generally crude. It does not require the precision of the artist, but demands spontaneity. This spontaneous work should be encouraged at all times and should predominate in the Primary Grades.

In Drawing a person's mind is made alive to the beauties of form and color of the world in which he lives. This may seem unimportant to some, but others know that when this element is totally removed from work, work becomes drudgery. There is deeply rooted in man

the desire to beautify that which he possesses, to decorate his person, his weapons, his home and all his belongings. In the words of Carlyle, "This desire is the first spiritual longing of the barbarian. From the time of the cave dwellers, man has sought to spell out his soul in line and pattern." Morris says, "We should not have anything in our home we do not know to be useful and believe to be beautiful." Promotion of beauty may come in two ways. It may result from interest in and an understanding of nature's principles; and it may proceed from a decorative application of these principles. Nature's wonderful laws of balance and variety, rhythm and harmony, her exquisite harmonies of mass and color, her whole spirit of line from the seed to the fruit, all these should through representation enhance love for beauty. The elements of beauty, unity, color, form, suggestiveness and balance, in nature, in painting, the various handicrafts, architecture, poetry, music and life itself are essentially the same, translatable from one art into another. We all love unity or uniformity. Here is a simple example. There was in our hall some time ago, a bowl of narcissus in full bloom. As each passed, one could hear, "Beautiful, how did you get them so uniform?" In our industrial age we should never fail to include this important purpose of Drawing: appreciation of Beauty.

In our public schools the subject is generally divided as follows:

Representation—	{ Actual.
	{ Modified.
Design—Applied.	
Color.	
Construction.	
Picture Study.	

The course is planned to try to meet the needs of every child in school, not for a gifted few to have pictures to be hung on the walls, but for the faculties that may be developed in every child. A few artists do not make an artistic people. It has been said, "If Americans are to advance in taste and creative power, that growth must see its seeding in the public school. Not all can be taught to be artists, but all can be taught to appreciate."

Representation predominates in the primary grades, because it is the acquisition of power to give free and spontaneous expression. These ideas are modified and rearranged for new uses in design later.

Under Representation we have:

Plant life, including all forms of plant life, from the smallest weed to the largest tree.

Animal life including all animals from the lowest reptiles to the pose drawings of human beings.

Artificial drawing, consisting of things made by man.

Of course the important phases of the work, memory and imaginative drawing come most naturally here. The training of the memory and imagination is closely connected with the training of the senses.

The more closely representation is connected with other work the better. It is good for the child to feel that drawing the pictures he sees in the stories told to him is a part of the language work. The history of Indian and Eskimo life becomes more real, when the children draw the boats, wigwams, igloos and the funny little Eskimo boys in their heavy fur clothes.

Design is begun in the primary and increases through the grades. We begin by making simple booklets and designs necessary for the doll-house, etc. The Christmas and Valentine work afford the best opportunities for design and construction. There may be as much real design in a Valentine as in any other art and craft production. Then the May baskets must be made and decorated. These give real joy. Pure design finds no place in our course. Design unless applied, means nothing to children. Gradually, the child learns to realize that every sheet of his school-room work should be a lesson in design. He should see the beauty of a proper margin, of an orderly plan and of good balance.

The work in Color is so closely related to representation and design that it is difficult to think of it separately. "To lead children to see color, to enjoy fine coloring and to combine colors harmoniously is the three-fold aim of instruction in color." Psychologists seem to agree that the power to perceive color grows with the growing child. The brain responds first to brilliancy, then later to the hues belonging to nobler, more beautiful things.

PICTURE STUDY.

The study of art in the form of pictures when the child's habits and tastes are being formed can fill a distinct and important place. Properly conducted picture study means the development of taste, the recognition and appreciation of beauty, the discernment of character. It will not only teach the children to know and love beautiful pictures, worthy as that is, but it will cultivate the power to discriminate among the most beautiful and the less beautiful and the ugly, and will lead them to banish ugliness from their lives. It will give them a never-failing source of refined pleasure and a continual inspiration.

Of course we have to be careful in the selection of pictures, according to the capacity and interest of the child. Certain pictures are suitable for small children and others are not. They love action first, so pictures which embody action are dear to them, also pictures which deal with the home life. We can find all these among the works of the masters, for the pictures chosen should be masterpieces. The child should feel the picture's beauty and respond to it. It should be to him, as I said before, a pleasure and an inspiration and this pleasure should be his own, some-

thing that is henceforth his to enjoy and this inspiration is something which henceforth is to be an actual force in his life.

A writer on the study of pictures has made the following admirable classification: "Some pictures are related to our life and work. They have a bearing on literature, science, history, travel, current events. These are like the great mass of people whom we meet, necessary to our business or comfort but our interest in them is temporary. Some belong to some age or experience and like pleasant acquaintances are good to meet, and good to remember. Others, and their number is limited, touch a deeper chord and like the friends whom we hold dear, are to be cherished in our memory forever."

I believe that the teacher should sit down and work with the children. The inspiration that comes from watching another work is sometimes worth more than any amount of criticism. "Much can be caught that cannot be taught." Let us lead the children to work directly and help them to see why as well as how and rejoice with them in their successes.

Roadside Flowers

We are the roadside flowers
Straying from garden grounds;
Lovers of idle hours,
Breakers of ordered bounds.

If only the earth will feed us,
If only the wind be kind,
We blossom for those who need us,
The stragglers left behind.

And lo, the Lord of the Garden,
He makes His sun to rise,
And His rain to fall like pardon
On our dusty paradise.

On us He has laid the duty—
The task of the wandering breed—
To better the world with beauty,
Wherever the way may lead.

Who shall inquire of the season,
Or ask of the wind where it blows?
We blossom and ask no reason,
The Lord of the Garden knows.

—*Bliss Carmen in Ladies' Home Journal.*

Dining-Room Decorations at the Training School

MARY RANKIN.

TF students sit down to a table that looks the same from September to December and from January to June, and if that table is in a room that remains unchanged then one must admit that they have some grounds for asserting, as most students do, that boarding school fare is monotonous, even though the menus have been varied. In order to break down this unwholesome tradition occasions are celebrated in the dining-room at the Training School whenever it is feasible. When a special dinner is to be served a menu is planned that the girls will like, and then all other energies are turned towards making the dinner a festive occasion. This holiday look makes the meal different, breaks the monotony of every-day living, and adds zest to tired spirits. The festive look so much desired is obtained chiefly by decorating the tables and the room; the dishes are made to look different, and whenever possible, a color scheme is carried out that harmonizes with the decorations.

Some decorative materials, such as cheese cloth—red, yellow, and otherwise; crepe paper—twisted, curled, and looped; tissue paper—cut, folded, twisted, made into flowers, etc., are man made. These have been studiously avoided because one look reveals that they are cheap and tawdry; they irritate. Man has tried to improve upon Nature's handiwork by uniting his work with hers and domesticating plants and flowers. But there is also a vast store of material just from Nature's workshop, and the workmanship is exquisite, without flaw; it is chaste, beautiful and satisfying. An effort has been made to make the best use possible of this last type of material in the dining-room for decorative purposes. For occasion decoration it always gives the festive touch that makes the occasion a real celebration. To those who love beauty and simplicity, this material in its untamed state is even more graceful and pleasing than expensive plants and flowers from the florist.

Here in the eastern section of the State are found the longleaf pine, the hybrid pine, and the shortleaf pine, the myrtle, the cedar, the holly; and in the spring the dogwood, the azalea (or wild honeysuckle), all of which massed make a room particularly attractive. Of the smaller forest trophies which are effective for table decorations there are, even in the winter, ratsbane, partridge-berries, heart-leaves, bamboo, galax leaves (for galax leaves *do* grow in Eastern North Carolina), and even a few ferns in sheltered places. When spring comes, she brings the violets, the Easter flowers, the trailing arbutus, the yellow jessamine, the coral honeysuckle or woodbine, an abundance of ferns, and many other graceful little denizens of the cool, quiet woods. The gray Spanish moss must not be overlooked. It is no less pleasing festooned about

windows, doorways, or an unsightly wall than it is as it gracefully sways in the breeze from the branches of trees. This moss used alone or in combination with some graceful, clinging flower or plant is indeed pleasing. The yellow jessamine blends prettily with it as do the bamboo, the coral honeysuckle, the partridge-berries, and the honeysuckle.

Many of these plants and flowers are to be found throughout the State, and while some fail to appear in certain sections they are replaced by others, as in the western part of the State we find the rhododendron, the mountain laurel, and a profusion of galax leaves; in the central part of the State, trailing cedar.

On three successive Thanksgiving Days the beautiful, substantial pine which grows everywhere was used for decorating the dining-room. Once pine alone was used, and for the other occasions it was used in combination with other plants. Each time the results were pleasing.

One Thanksgiving pine was honored, and in turn the pine responded splendidly to the occasion. Pine predominated; pine was king. King Pine massed on each side of the entrance welcomed the students; banked in the uttermost corners, his presence permeated the room; he was enthroned upon "Governor Jarvis' sideboard." Pine tips huddled together in the center of each table made a splendid show; pine guarded the turkey, the escalloped oysters, and the salad. When two hundred and seventy hungry girls came in after the basketball game, King Pine and King Turkey vied with each other. King Turkey fell, then the oysters, and then the salad, but King Pine still reigned. The favors were tiny pine tips, each bearing a tiny, tiny cone. The colors predominating, as can readily be seen from the menu given below, were green and brown, thus harmonizing with the pine needles and cones:

Roast Turkey		
	Dressing	Gravy
Cranberry Sauce		
Escalloped Oysters		Stewed Peas,
Biscuits		Butter
Graham Lightbread		

Date Salad		Saltines
Pickles		

Vanilla Cream		Chocolate Cake

Malaga Grapes		Oranges

When another Thanksgiving came the decorations were planned to suggest the bounteous harvest of the closing year. A profusion of "greenery"—myrtle and pine—formed a background for the corn,

husked and unhusked, and pumpkins were used in the entrance and the few available inches in the dining-room. The sideboard and serving tables were heaped with corn and pumpkins intermingled with the pine and myrtle. Oranges and apples surrounded by pine tips formed a mound in the center of each table, and very attractive place cards were made by running little bunches of pine needles through the corners of the cards. The familiar colors of autumn—red, yellow, and green—were repeated in the courses of the dinner.

As one Thanksgiving approached it was decided that the gray Spanish moss would be used in combination with the pine and autumn leaves. The moss was festooned about doorways, windows, and the low partition between the dining-room and the serving pantry; it was draped over the sideboard, and in combination with the autumn leaves, it made a dainty basket for the fruit on the tables. Autumn leaves and branches were heaped on the sideboard, and the leaves served as place cards. The pine was used as a background in the entrance, the corners of the room, and the sideboard. The menu was made without regard to a color scheme, but the effect was not displeasing for the gray moss played the part of peacemaker, and kept any of the several colors from clashing.

At Governor Jarvis' Birthday Dinner, January 17, 1915, potted plants belonging to members of the faculty, pine and myrtle were used as room decorations. The trailing little partridge-berries running the length of the banquet tables were very effective. Under the direction of the drawing teacher some of the girls painted a very attractive little partridge-berry design in the corner of each place card. The red and green idea was carried out in the menu as follows:

Baked Chicken		
Creamed Potatoes		Buttered Beets
	Green Mint Jelly	
Hot Rolls		Butter
<hr/>		
Fruit Salad		Saltines
	Pickles	
<hr/>		
Pistachio Ice Cream, with Cherry		
Vanilla Cake		Coffee
<hr/>		

Birthday Cake, with red and green candles arranged to form "79."

The decorations for the alumnae dinners have always been simple, but pleasing. The first time ferns and nasturtiums were used. The tables were arranged in the form of a cross, and the middle table was massed with ferns, nasturtiums forming the center. The ferns and

nasturtiums radiating from this central table ran the length of the four long tables. Sweet peas and ferns were used on another occasion. Clusters of sweet peas with runners of sweet peas and ferns were used on the tables which were arranged to form a hollow square. The place cards were in keeping with the decorations.

July 2 is the anniversary of the breaking of ground for the school, and one summer that event was celebrated. Of course the school colors, purple and old gold, were to be used. It seemed best to carry out those colors in the table decorations only. A glass of purple petunias served as a centerpiece for each table, and a deep golden nasturtium was run through each place card. That morning the cooks were told that a special luncheon would be served, and they were asked to help make the occasion a success. Everybody went to work in earnest. The baker was in a particularly good frame of mind, and he was left alone to make and freeze the cream as usual. The luncheon was a success; the food was well prepared but neutral as to color, while the school colors on the tables reminded the students that a school occasion was being observed. The dessert was brought up; the freezer was opened: it contained cream—PINK cream. Pink ice cream was served that purple-gold day!

There is no occasion that is easier to observe than Hallow'een. One year the students were surprised on coming to the dining-room to see a huge jack-o-lantern grinning at them from space, they saw other jack-o-lanterns, and then they observed a group of still, silent ghosts. While the meal was being served a witch made her appearance, and devoted the most of her time to stirring the "devil's broth" in a huge cauldron. Near the close of the meal the ghosts silently grouped themselves about the cauldron, and the witch gave each one some broth. The ghosts served the broth (grape juice) to the students. The room decorations were jack-o-lanterns and autumn leaves. The fruit for each table was heaped on a mass of gorgeous leaves. Red and gold were the chosen colors for this occasion as the menu further proves:

Stuffed Eggs, with Pimento Strips	
Candied Sweet Potatoes	
Cornbread	Butter
<hr/>	
Tomato Jelly Salad, Mayonnaise Dressing	
Saltines	
<hr/>	
Grape Juice	Gold Cake
<hr/>	
Red Apples	Bananas

One Saint Patrick's Day a bunch of clover from the school campus was used as a center-piece for each table. Of course Irish green was

the color of the day, and this was carried out in the menu by garnishing the ham platters and the salad plates with green, and by serving green peas, turnip salad, pickles, and green whipped cream over ice cream.

Valentine celebrations are so familiar that very little need be said in regard to the observation of them. On one occasion that idea was carried out in red and white. Red hearts were used as place cards and red apples adorned the tables. The platters of stuffed eggs were garnished with beet hearts; heart biscuits and heart cakes with red icing were used to remind the girls that February 14 is the Day of Hearts.

Since February 22 comes just on the heels of Valentine's Day, and since the students of History, or one of the classes, have always observed the occasion in an historical or a social way, we seldom give the dinner on that day anything more than a mere Washingtonian touch. At one time, however, it was worked out a little more fully. Myrtle was used for room and table decorations and the place cards were in the form of hatchets. Hatchet biscuits were served and the dessert was cherry pie. The color scheme was red, green, and white.

For everyday decorations during the spring and fall some flowers are brought in by the Sunshine Band of the Y. W. C. A. from their garden. Last year the dining-room girls had a plot of sweet peas which they planted, cultivated and cut for the tables. They were kept constantly on the tables for three weeks before school closed, there was an abundance of them for commencement, and some still bloomed for the summer school. The sweet peas afforded so much pleasure that the girls are growing more this year. The campus is sown with vetch and crimson clover to improve the soil, and every day during the blooming season the dining-room is made cheerful by the blossoms. While the vetch is not as lasting as the clover, yet nothing, not even sweet peas, is prettier or more graceful while it does last. The sideboard just opposite the door lends itself well to decorations and the vetch and clover show up particularly well on it. The most pleasing results are obtained by uniformity in decorations for *all* tables and the sideboard.

Even in the winter attractive table decorations may be had if one will only look about and use what is at hand. Ratsbane, heart-leaves, partridge-berries, and tiny pines and cedars are always to be found. When these little plants are potted in woods-soil they keep fresh for months. They do not require much water and freezing does not injure them.

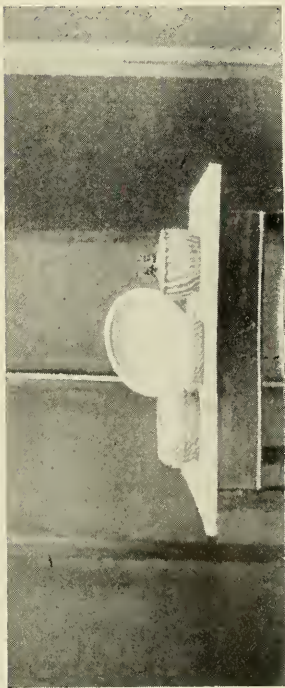
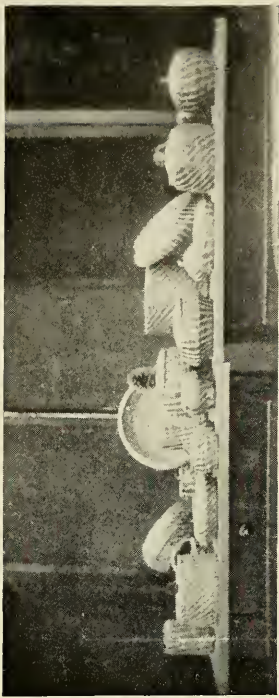
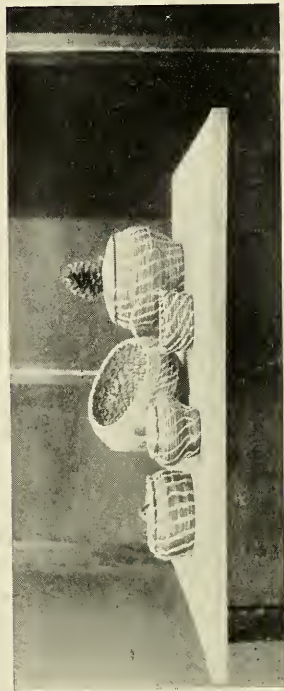
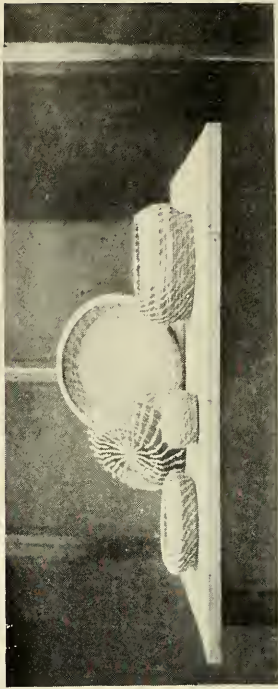
What has been done here can be done to better advantage in any private home. The using of the beautiful Nature-made material at our very doors has the advantages that have already been pointed out, and in addition, it takes us to the wonderful outdoors to get it. Then the forces of Nature unite to welcome us, and we come back soothed and refreshed. Those who live in country homes are especially fortunate for they can have an entirely new setting for the table whenever they

wish. In the summer the table may be moved to the quiet, shady porch, or under an apple tree; or a picnic basket may be carried to the woods, and one may rest on a velvet carpet under cool green trees, or supper may be served piping hot from the camp fire with woody beauty on every side.

Commandments for Teachers

(Of which the eleventh is the most important of all.)

1. Thou shalt have other interests besides thy schoolroom.
2. Thou shalt not try to make thy children little images; for they are a live little bunch, visiting the wriggling of their captivity upon thee, their teacher, unto the last weary minute of the day; and showing interest and coöperation unto those who give them a reasonable freedom in working.
3. Thou shalt not scream the names of thy children in irritation, for they will not hold thee in respect if thou screamest their names in vain.
4. Remember the last day of the week, to keep it happy.
5. Honor the feelings of thy children, that their good will may speak well for thee in the little domain over which thou rulest.
6. Thou shalt not kill one breath of stirring endeavor in the heart of a little child.
7. Thou shalt not suffer any unkindness of speech or action to enter the door of thy room.
8. Thou shalt not steal for the drudgery of many "papers," the precious hours that should be given to recreation, that thy strength and happiness may appear unto all that come into thy presence.
9. Thou shalt not bear witness to too many precious schemes of "busy work," for much scattered effort is a weariness to the soul and a stumbling block to wee fingers.
10. Thou shalt not covet thy neighbor's room, nor her children, nor her system, nor anything that is thy neighbor's; work out thine own salvation with fear and trembling, only do not let any one know about the trembling and the fear.
11. Thou shalt laugh: When it rains and the woolly smelling wee ones muddy the floor; when it blows and the doors bang; when little angels conceal their wings and wiggle; when Tommy spills ink, and Mary flops a trailing tray of letters; when visitors appear at the precise moment when all small heads have forgotten everything you thought they knew. And again I say unto you: *Laugh*. For upon all these commandments hang the law and the profits in thy school.—*Ethel Gessner Rockwell in New Mexico Journal of Education.*



Pine-Needle Basketry

FANNIE LEE SPEIR, '17.

WHEN the members of the "B" Class were asked how we would like to make a basket out of longleaf pine needles, we were surprised for it had never occurred to us that pine straw could be used for anything except as a floor for a horse stable or to protect strawberry beds from the cold. We soon got in the habit of calling it "pine needles" when used for making baskets and "pine straw" when used for outdoor purposes. Nevertheless we were all delighted with the idea of making pine needle baskets, so one afternoon after school a group of girls set out to gather pine needles. We had learned that the needles might be gathered green at any season of the year. The best time, however, to gather them is in the autumn and those which fall from the trees, dry or dead, are best. These are generally a rich brown and have a hard smooth surface which renders the basket both beautiful and durable. A wide range of colors can be obtained in various ways. The green needles, which are pulled from the limb and spread out in a cool dark place to dry, are ready for use in two or three weeks. If dried in absolute darkness they will be nearly the same color as they were when gathered. The needles may be cured in a shorter time by pouring boiling water over them before they are spread out to dry, but the color is not so good. To cure the needles brown they must be exposed to the sun for a few weeks and left out day and night, in all kinds of weather, and turned occasionally, so that they will all cure the same color. The best time to gather brown needles is in the autumn when they fall most abundantly.

Raffia, manila, yucca [bear grass] or corn husk may be used to decorate the baskets if desired.

As the pine needles must be worked damp enough to be pliable, they are soaked in water for about three minutes, then taken out and wiped dry with a cloth. This serves the double purpose of dampening and cleansing. They are then rolled in a damp cloth and are so kept while in use.

After we had collected a quantity of pine needles we went on class, taking a thimble, a sewing needle, and the pine needles rolled in a cloth ready for use. We followed these directions: the needle should first be threaded with raffia, but smaller children will find it easier to use coarse thread instead of raffia. The needle should be a rather large blunt needle with a large eye. In sewing the basket the simple coil stitch is used. A small roll of pine needles wrapped with the sewing material and coiled upon itself forms the "button," which is the center of the basket. To begin the button take about nine needles, having threaded the needle with raffia or thread, place the thread around the needles about

an inch from the large end. Then holding the needles in the left hand wind the raffia around the coil about twelve times. This wrapped part of the needles must be very carefully coiled upon itself by bringing the short end underneath and letting the long end of the coil pass towards the left on top. Now pass the raffia over the top of the coil and insert the sewing needle under the first round of the thread, letting the point of the needle come through to the left or right of this thread. This forms the first stitch. The sewing continues round after round and care should be taken to insert the needle well into the coil, letting all the stitches be as even as possible. Each stitch must be tightly drawn and held in position while the next is being taken, and care should be taken from the first to space the stitches evenly, for these lines of sewing radiating from the center form an important decoration for the basket. When pine needles are inserted be careful to place the smooth or polished side out and the coil must not be twisted. It is important to have in mind from the beginning a definite shape for the basket.

In making large baskets, the rows of stitches diverge, so that it becomes necessary to add extra stitches in order to make it firm. To do this take a stitch in each wide space between the rows and let this stitch begin a new row.

The pine cone may be effectively used in the center of the lid of the basket as a handle. The cones should be gathered green in the autumn before they are too widely open and then spread out in the sun or shade to dry. To begin the lid or cover wrap a strand of raffia around the large end of the cone two or three times to form the beginning of the coil, then take a coil of pine needles the size of that used in the basket and begin to sew this with the raffia, passing the sewing needle under the wrapping of raffia and taking the stitches close together the sewing is continued and then the stitches are taken in the usual way. It is well to count the number of rows of stitches around the top of the basket and begin with the same number in the cover as was in the top. When the cone is used the size should be taken into consideration, so as to have it in harmony with the whole basket.

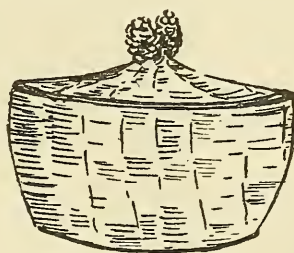
The simplest form of cover is one that rests flat on the basket. It is begun just as the bottom of the basket was and made the desired size, then fastened to the basket with a piece of the sewing material. Another cover is one that fits over the top of the basket. In this case the form of the basket must be taken into consideration. The cover is made one round larger than the basket, then turned down. After making three rounds the coil is allowed to run out and the edge is finished smoothly.

We made baskets of all sizes, shapes and colors, the size ranging from two and one half inches to twelve inches in diameter at the bottom. Some of the baskets were high with straight sides, while others were very much curved, but individuality was used in each basket. We made

not only a variety of baskets, but pretty pencil holders, jardinieres, sandwich trays and large fruit baskets. We tried to make each basket just as firm as possible and it was interesting to find out that they can be made just as firm with a small coil as with a large one. In making the jardiniere a large coil was used because it would have more weight on it than a basket, but a large basket was made at the same time, with a small coil and when both were finished the basket was just as firm as the jardiniere.

After all the baskets, jardinieres and pencil holders had been completed they were attractively arranged on a table in the library, where visitors might see them. Some who saw the baskets thought them so attractive and pretty that they wanted to purchase one, so several of the girls sold their baskets at reasonable prices.

We had a good time together making these baskets and each girl profited by the other girl's mistakes. We were the first class to take up this work and we feel very proud of our success; we hope that any who attempt to make pine-needle baskets will be just as successful as we were and get as much enjoyment out of the work as we did. If anyone wishes further information about making baskets they can get "The Pine-Needle Basket Book," by Mrs. M. J. McAfee, published by the Pine-Needle Publishing Company, New York.



County Commencements

DAISY BAILEY WAITT.

THE County Commencement has been an item of interest in all the county and State papers since the latter part of March, but if you are fortunate enough to live in a town where a county commencement has been held or if you have attended one this year you know that the half has not been told in the newspapers and perhaps cannot be told, for the inspiration of such an occasion is one of the intangible things of spirit and cannot be put into print. As Superintendent Joyner says in his preface to the Bulletin on The County Commencement:

"No appeal to humanity is so powerful and irresistible as the appeal of needy childhood. The vast army of children assembled on these commencement occasions from all parts of the county, marching in review before the assembled citizenship of the county, impresses the average citizen and taxpayer as nothing else can, with the magnitude and the importance of the work of the public schools in his county, and gives him a new conception of his duty to pay and even to increase his taxes for such a work.

"The county commencement has done much also to knit closer town and country and to cultivate a spirit of sociability and of coöperation for the common good among all classes of citizens."

And the County Commencement has come to stay. To quote again from the bulletin prepared by Mr. S. S. Alderman last July and referred to above:

"The county commencement for the elementary schools of the county, at which certificates of graduation are given to the graduates of the seventh grades of all the public schools, after they have passed a uniform county-wide examination, has come to be one of the biggest things in rural public education in North Carolina and, within four years, has grown from a single local event in one county till it is now a regular, established, and outstanding feature of the educational work of practically half the counties of the State.

"The county commencement is many things in one. Influences radiate from it in every direction. It has a vital practical effect upon the actual work of the schools in all its phases, while at the same time exerting a powerful propagandizing influence upon the public in behalf of public education. It is a standardizing force for both pupil and teacher; it is an inspiration, an awakener of enthusiasm, the incentive to friendly rivalry and to school and community loyalty; it gives impulse and encouragement to all branches of elementary school work; and it is a great concrete advertisement of the public schools, a magnificent pageant, symbolizing their epic progress and the untold immensity of their task, and rousing an apathetic public to interest in the public's greatest enterprise, that of universal education.

"During the spring and summer of this year, 1914, forty-one counties in North Carolina held such commencements. In round numbers an aggregate of 70,000 school children took active part in these events, marching in the

parades and participating in the various contests and programs. If all the county commencement parades had been lined up in one mammoth line it would have stretched from Raleigh to Goldsboro, or a distance of about fifty miles. Between 2,500 and 3,000 graduates of the seventh grades in these forty-one counties received certificates of graduation, after having successfully passed a uniform county examination given out from the office of the county superintendent of public instruction. And hundreds of thousands of men and women witnessed the parades and the exercises of certificate presentation, reviewed the school exhibits and listened to the literary contests of the pupils, and were impressed with a renewed sense of the dignity and worth of public education and of their responsibility for its perfection and continuance."

This year the newspapers indicate that many other counties have joined the list and have held their first county commencement—Mecklenburg, Wayne, Harnett, Iredell and Bertie among others. Mr. L. C. Brogden, State agent for Rural Schools, who has been attending county commencements all over the State, estimates that this year when all the reports are in there will have been between 60 and 70 counties which have held general commencements. The principle features of a county commencement as enumerated by Mr. Alderman are: the examination, the parade, the exhibits, the address, athletic events, declamation and recitation contests and other miscellaneous features, such as parade features, singing contests participated in by different schools ensemble, game festivals and plays, preferably one or two act plays of a historical nature. The first of these features, the examination and certification of children who have completed the first seven grades of school work, and are ready to enter a high school, is doing much to standardize the work of the rural schools. As last year upwards of 3,000 children received certificates this year the number will be increasingly large as the figures indicate. In the counties of Granville, Forsyth, Surry and McDowell Mr. Brogden gave certificates to 290. In Iredell County 116 received certificates, in Wake 102, in Franklin 95, and so on through the list, indicating the healthy progress in school organization and standardization of the course of study so much needed.

The parades this year have lost none of their inspirational value but in many instances the parade itself has been worth the trouble of the commencement. In Wake County a bit of history may yet be entitled: "What a County Commencement did for the schools of the city of Raleigh," for as a result of a banner carried by the city section of the school parade bearing the inscription "Enrollment 4,064, seating capacity 2,634," a movement has been set on foot that means better, bigger and more substantial school buildings for Raleigh. Many knew that the Raleigh schools were badly crowded, but the banner, and the sight of the children as they marched drove the figures home. As a consequence an organized effort for better school buildings has been inaugurated. In the Harnett County parade a banner bearing the inscription—

MOONLIGHT SCHOOL

THE FIRST EVER ORGANIZED IN NORTH CAROLINA

*District No. 4**Grove Township*

GIVE THE OLD FOLKS A CHANCE

was a feature in school progress which calls to mind that there are in the State fourteen out of every hundred voters waiting to be organized in similar schools, not to mention the women, who are debarred from the ballot. Several other counties boast Moonlight Schools which were featured in their parade or march of events.

Another noticeable feature of the commencement parades this year has been the number of organizations participating, some of these in the school, others interested in education. These have been representatives from women's clubs, school committeemen, members of the Junior Order of United American Mechanics, boy scouts, camp fire girls, corn clubs, pig clubs, canning clubs, etc., etc.

In some counties the limited time allowed for the commencement exercises has caused the exhibits to be left for a more propitious occasion, in others the exhibits have been featured in the commencement. In Cumberland the school exhibits were said to be the best part of the commencement. I quote the newspaper account:

"They were displayed in floral hall at the Cape Fear Fair Grounds. The school making the best exhibit was given a university encyclopedia, and to the school making the most meritorious domestic science exhibit went a Webster's International dictionary. The prizes were good and the exhibits were better. There were exhibits by some of the older students that were eye-openers and work by some of the tots that was startling. It is safe to say that every person who attended this commencement has a larger idea of the capabilities of his own people than he had before. There were drawings—good drawings—specimens of penmanship, many maps, exhibits of seat and board work, hand-embroidery, patching, darning, plain sewing, pones of corn-bread that made one think pityingly of the high cost of living when he thought of what would happen when this generation meets it; plates of butter-milk biscuits, beautiful loaves of bread and, most important of all, exhibits of seed corn selection and germination."

The State Department, the Department of Education, the University and the various colleges of the State have been kept busy furnishing speakers for the county commencements. The addresses have been inspiring and varied. In many cases the audiences have been so large that it has been necessary to hold the exercises outside, with the school porch or some other improvised platform as a stage or speakers' stand. In Rowan the crowd was so great that exercises were held simultaneously in five different places.

The athletic contests have been varied, in some instances the girls taking part as well as the boys. Basketball, baseball and tennis, as well

as the regular field and track sports have entered into the competition, and both skill and training has been evinced.

Several new features have been added to the contests in addition to athletics, declamation, recitations and spelling. The announcement sent out in Mecklenburg County governing these contests and given below illustrates their varied character:

1. A pupil entering any of these contests must be a *bona fide* student of one of the rural schools. Thirty per cent attendance is required and a majority of the school work must be passed.

2. The Declamation and Recitation Contests will be limited to pupils in the sixth grade through the high school.

3. The story-telling contest from the first grade through the sixth grade.

4. The spelling match will be limited from the first grade through the sixth grade.

5. The glee club contest will be open to all the pupils, of any school. There will be two sections of this open to schools of different enrollment. Section 1 schools with enrollment exceeding 50. Section 2 schools with enrollment under 50.

6. Short story contest entered into by pupils in high school only. The love story will be eliminated in the contest. A committee of three will judge the merits of story.

The attention of the high school students is called to the handsome silver loving cup offered by the Signers Chapter D. A. R., Charlotte, N. C., for the best essay on "Mecklenburg Declaration of Independence." Last year this prize was won by Miss Bertha Hipp, r.f.d. 5, Charlotte. The glee club contests in Mecklenburg, duplicated by chorus contests in Johnston and other counties, put the premium on public school music and community singing which the exhibits do for the work in drawing, domestic science, etc. In Edgecombe County also the contests were made to cover the work actually done in the grades, reading, arithmetic, geography, etc. Wake County added the school farm contests.

The historical pageant as a feature of the commencement was worked out in Granville County, where eight different schools presented eight episodes in North Carolina history, these episodes also appearing in the floats as features of the parade. Some of the episodes used in Granville were: The Lost Colony, Sir Walter Raleigh at the Court of Elizabeth, The Mecklenburg Declaration, Edenton Tea Party, and these are only a few of the many episodes which the history of the State affords.

From the point of view of the people and of the school the county commencements of 1915 have been well worth while to the cause of public education in North Carolina. It is with this in mind perhaps that the *Wadesboro Messenger and Intelligencer* makes the suggestion that next year a State commencement might be held in Raleigh, the

winners of the various prizes to be invited to the capital there to compete with each other for prizes commensurate to the importance of the occasion, some method of elimination being employed to prevent the gathering from being unwieldy. Such a suggestion is certainly worthy of consideration for the future if not for next year.

A Modern Nursery Rhyme

Baby, by
Here's a fly!
Let us kill him, you and I,
Ere he crawls
Up the walls,
And dire ill befalls.
I believe on those six legs
Are a billion typhoid eggs!
There he goes
On his toes,
Tickling baby's nose!
Now we must run right away
For the antiseptic spray,
To sterilize
Where the fly's
Little microbes stray!
Only think, 'neath his two wings
Lurk all sorts of hard-named things!
Every fly
Fresh supply
Of these horrors brings!
So we have to analyze,
Neutralize and immunize,
Vaporize,
Sterilize,
Just to fight the flies!

—*Carolyn Wells in Good Housekeeping.*

The Training School Quarterly

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VOL. II.

APRIL, MAY, JUNE, 1915.

No. 1.

Are you going to rust this vacation? No, this is not a typographical error. Many people rust rather than rest during the long vacation.

A Summer Reading Circle

Could you not start a summer reading circle in your community? A group of people can get as keen enjoyment from talking over book folk as they can from gossiping about their neighbors. Select books with strong human appeal, good character play, and with a background that tempts one to linger over it, with plot enough to keep up interest. Break down all restraint and have free discussion. Could you not help others to a greater enjoyment of books and at the same time make your own summer reading count for more? Numerous ways and means of carrying out such a plan suggest themselves, but if you think about it you can work out for yourself a plan that will fit the group you have in mind. If you are in doubt about what books to use you can get suggestive lists from any library or from any school that is interested in doing extension work. Think about the plan. You'll get far more genuine pleasure reading for a purpose and sharing your reading with others than you would get from the usual desultory hammock reading of the vacation.

Special Articles

The artistic is featured in a series of articles in this issue. To quote one of the articles "Taste cannot be taught" but appreciation of line and color can be developed. The eyes of those who have eyes but see not can be opened. This can be done by picture study. One of these articles is by the

superintendent of Wilmington schools, a man who has been markedly successful in inculcating a love and appreciation of good pictures and the beautiful not only in the cultured few but in the people, and this he has done by putting his theories into practice in the public schools. The article by North Carolina's most eminent artist is proof that he refuses to live in a palace of art, remote from the lives of men, but keeps himself human and helps men see "with larger other eyes than theirs." Wherever Training School girls go, there you will find the practical work in drawing at work in the schools. In this number is the report that a group of Training School girls have taken entire charge of the drawing in one of the graded schools. The value of hand expression is realized by the students while here because of their own interest, as well as when they go out and find its worth with children. The article on making baskets of pine needles gives the point of view of the student who found pure joy in creating a thing of beauty and usefulness out of the once-despised pine straw. She is spokesman for the whole class.

The article on table decorations, by the ruling genius of the dining hall, shows the value of a pleasing setting for meals and the need for a break in the monotony of life. But, better than that, she shows how to use what nature has given "without money and without price." A good illustration for this would be to have pictures of decorations of nature's material in a good taste column and of man-made material in a bad taste column.

**The
Rural School
Beautiful**

Why should the making of the school beautiful not have a place next only to school sanitation? The school-house built upon good architectural lines, with sanitary provisions and furnished simply and artistically, with regard to balance, color combination and with substantial and attractive furniture, will improve the artistic taste of the people more than six months of lectures or any amount of talk. "What you are speaks so loud I cannot hear what you say," may be applied to schoolhouses as well as to individuals. Can you measure the tastes of the people of North Carolina by their schoolhouses? Take for instance the average schoolhouse set in a bare spot with the grounds around the house ornamented only by a littered wood pile; no trees, no shrubbery—nothing but bareness and desolation. On the inside the central article of furniture is a rusty stove set in a box of sand and the sand littered with apple cores and potato peelings, the walls bare of pictures, dirty windows with broken panes. What incentive does a "seat of learning" of this kind have for the children? It violates the principles of sanitation and beauty that are so essential in a child's training. North Carolina has been busy building a great number of schoolhouses, but many of them are of the box type, set in an old field. More attention should be paid to a good location and to lines

of architecture. A series of articles published in the *Middle West Review*, and reviewed in this number of the *QUARTERLY*, give excellent ideas for building the school and improving the grounds, while minute details of interior decoration may be had from the articles here published. A good bulletin on "Plans for Public Schoolhouses" with estimations, specifications, bills of material and estimated cost may be had by writing to the State Department of Public Instruction, Raleigh, North Carolina. There is also a bulletin issued by the Bureau of Education on The School Building and Grounds.

The Danger Line

The average teacher who neglects the daily preparation of her recitations, and fails to conform to a definite program of school work, soon ceases to grow in her profession, or to expand in mental capacity. In short, she has reached the danger line, and there is little hope for her success in the school-room kingdom.

Suppose you attend a summer school for six weeks every two years (and few of us go for a longer period), you naturally gain a great deal in enthusiasm and inspiration, but how long is it after you have begun teaching again before you begin to weary of your work, and complain of the dull pupils in your classes unless you devote some time each day in daily preparation of your subjects? Could you teach a lesson in November, we'll say, on "The Pilgrim Fathers," a subject all of us should be familiar with, when you had not given it a minute's serious consideration since you left the Summer School in July or August? Daily preparation, then, is the point I'm trying to drive home. You have ideas of who the Pilgrim Fathers were, and what they did, but do you not need to refresh yourself upon the subject, and plan a definite outline to suit this special class of pupils whom you have not taught before this year? Haziness of ideas in yourself will produce haziness in your pupils. You may have ever so many degrees tacked on to your name, but all of the B.S.'s, A.B.'s, A.M.'s, or even Ph.D.'s, you can carry will amount to nothing unless there is a constant recalling of those nine-tenths of materials you are prone to forget, and your growth will very soon be confined to the danger-line. On the other hand when a subject is fresh in the mind of the teacher she is quick to discern a remarkable improvement in discipline, an added confidence in her own powers, and a good nervous system over and above these.

But success cannot be assured after the daily preparation of each subject to be taught has been duly recognized unless there is a definite time for each subject upon the program. Practically every day temptations for running over the danger line and disregarding time limits arise in the school room. A class room can be thrown into confusion for a whole day by a single intrusion upon this danger line.

The children should know the program and be prepared for the specified subject at the time when the recitation is scheduled.

A conscientious preparation of the daily recitations, and a rigid adherence to the specially prepared program, then, are necessary requisites to the teacher who wishes to grow and expand in mental capacity or power.

**Suggestions in
This Number**

In the department of suggestions for this month there is something valuable for each of the first four grades. The first two are by critic teachers in the Model School. The one on bird study in the first grade shows how leading children to observe things around them can be made a joy to both teacher and pupil. The one on the making of the bean bags in the second grade is proof that the alert, resourceful teacher can develop initiative and independence even in little tots, and yet can carefully and wisely guide them. It is this kind of a teacher whose pupils consider it a reward to be kept in. For each grade the suggestions show that there is abundance of material at hand only needing the seeing eye of the teacher to find it and use it. It is this creative work that taxes the teacher's ingenuity and makes teaching an eternal delight. Every teacher can find this joy if she isn't too indolent.

**The
Senior Class
Featured**

The first issue of THE QUARTERLY was edited by the Class of 1914, but they made it a Training School issue with only one section devoted to the class activities, thus subordinating class spirit to school spirit. In this issue, the beginning of the second volume, the senior class is featured once again and in but one section. The class feels it more of an honor to have a small section devoted to it in THE QUARTERLY, showing itself a part of the school work, than it would be to have a large space or a separate publication devoted to the class alone. It is befitting, however, that once a year the class that has completed the course of study of the school and is ready to go out to represent the institution should be given some distinction. Therefore the Class of 1915 has followed the precedent of that of 1914 in devoting a small portion of THE QUARTERLY to its activities.

**Class Spirit vs.
School Spirit**

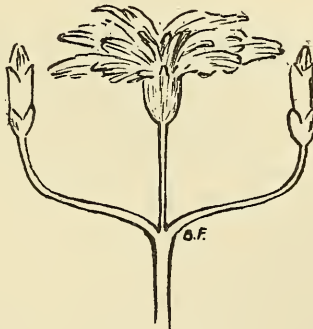
Class spirit, if developed in the proper manner, is a thing greatly to be desired. It then helps not only the class itself but the school at large. Friendly rivalry between classes often develops, besides a pride in the class, a fine competition which in the end makes for coöperation to a certain extent. But this spirit, if carried too far, leads to selfishness and narrowness. It should be remembered that the school is a larger organization and that class spirit should be subordinate to school spirit. Class spirit is

often developed to such an extent that the members see but one side of a question in which the school and class are involved. This spirit often causes unfriendly thoughts and, in some cases, almost enmity between the classes; whereas, if all classes worked together for the good of the larger organization, the school, the results would be different and far better not only for the school but for the class itself in the long run.

Sometimes this too far developed class spirit is even continued among the alumnae, causing a lack of coöperation and unity. Problems are too often discussed with reference to individual classes rather than to the organization as a whole. If this old feeling of rivalry could be laid aside and the planning and working for the good of the whole be substituted for it, much more progress would be made and far better results would be obtained. Then the school or larger organization would be the unit to be worked for and the classes would make more headway at the same time.

In a school so young as the Training School, it would be well to foresee such dangers before they arise. If the proper spirit is developed in the classes while they are in school, it will show itself when the class becomes merged in the alumnae.

Dr. G. M. Cooper, the very successful county health officer of Sampson County, who had an article on health work in the last issue of *THE QUARTERLY*, has been called to the State Department of Health. He takes the new place recently created, that of Superintendent of Rural Sanitation, which succeeds the Rockefeller Commission.



Suggestions

Bird Study in the First Grade

MIRIAM MACFADYEN.

For once I have ceased to envy the country teacher! Now I have the same opportunity for bird study that she has, for the Model School is ideally situated on the very edge of the campus. Between it and the Training School there are thick woods. As this is school property of course the birds here have been protected as is shown by their great number and variety.

From the windows of our school room we have seen the cardinal and his brown mate and have learned to love and to recognize his song. We have seen the male and female English sparrow, the blue bird, the brown thrush and the blue jay.

Between bells in the morning and at recess we have gone into the woods and seen the robin, the brown creeper, the tanager and the red-headed woodpecker pecking away for his food.

Reading lessons have been interrupted not by me but by a child, to hear the "caw" of a crow or some other "song" which he has recognized.

During the four weeks of April we made a special study of birds and Bird Day in May was the natural result.

This study gave a new interest to all of their other work. Everything possible was correlated with it.

All the bird stories in their old primers or readers were reviewed. Short poems were put on the board about the bird of the day. Stories and poems were given individual children to prepare at home and read to class.

The Language work received the greatest impetus. Conversational lessons were a joy. One Monday morning one child told of seeing a crow pull up a piece of young corn, another of seeing a woodpecker getting his supper from a telegraph pole, another of how his cat had killed a little house wren, another of seeing on his way to school a little sparrow balanced on the edge of the curbstone, and of how pretty he looked, and a little girl told us that at breakfast that morning she had heard a bird, in a tree right outside the window, singing a lovely song and she had gotten up and looked at it and it was just like our picture of a mocking bird and her mother said it was a mocking bird!

Many little couplets and verses about the different birds were memorized. Tennyson's "Birdie" was memorized, then played. For the nest ten children formed a circle; within this the tiniest child was placed for the baby and the largest one for the mother bird. The children forming the nest asked the question, "What does little birdie say in her

nest at peep of day?" Then baby bird and the mother bird took their parts, finally baby bird flying away.

After they had learned "Sing a Song of Sixpence," it was played. There was absolute silence in the room as the king sat on the waste paper basket placed on a chair—his throne! As the pie—a circle of ten children inclosing four and twenty others—"moved" before him the excitement was intense. When the newspaper which had been thrown over "the bird's" heads was removed they burst into the song "The Blue-bird" which they had learned. Later it was great fun to see the king counting his money, the queen eating bread and honey and to see the way the maid's nose was "nipped" by the flying blackbird.

The stories "How the Woodpecker Got His Red Head," "The Crane's Express" and "The Crane and the Humming Bird" were told the children for their pleasure.

The children drew their own lessons of self reliance, gratitude and so on, from the fables:

"The Lark and the Farmer."

"The Dove and the Ant."

"The Crow and the Pitcher."

"The Fox and the Crow."

The Number Work at this time dealt with birds, bird's eggs and nests, bugs, worms, berries and other things birds eat.

In Drawing boys who had done careless work now did beautiful coloring because of their interest. The first two birds that were drawn were given as definite Drawing lessons in order that children might get the proper stroke. They were given hectographed outlines of the birds.

They learned to write the names of the birds and to write short sentences about them.

SEAT WORK.

Children were given an outline of the bird we were studying. This they colored like a picture of the bird which was placed before them.

From clay they modeled birds, bird's eggs and nests, and I was not discouraged even though they were crude.

They made free hand paper cuttings of birds.

They built up the names of the birds with letter cards.

SCHOOL ROOM DECORATION.

Every bird studied was colored and the best ones chosen for posters, the others kept for their bird booklets.

Across the front of the room above the blackboard a strip of solid colored wall paper the color of the wall (cream) was placed; on this was drawn two telephone poles and on the wires drawn between these the birds were perched.

Branches were stuck in the sand table around the playhouse and on these branches many birds fluttered.

On the closet door was hung a bluebird calendar for the month made on a large sheet of white cardboard.

Above the other blackboard which extended across one whole side of the room were placed in a straight row the colored pictures of the birds studied.

Live Problems in Second Grade Number

MYLITTA MORRIS.

One morning immediately after the Christmas vacation one of the little second graders asked if they might play the bean-bag game. When, lo! and behold, as one child went to get the bags something had happened. Three of the four bean bags had been gnawed into and much of the corn inside eaten. The others were called to see the mischief the mice had done during the two weeks' vacation.

"We can't play bean-bags any more," sighed several of the children. They talked freely about their loss and what should be done about it when someone asked if they couldn't make some new ones.

The mice had thus unexpectedly aided the teacher. It was her plan to bring about the construction of some bean bags which would furnish a basis for a series of splendid problems that were concrete and vital to the children. She had the plan worked out but kept that to herself and through the free discussion of the children, through their comments on each others suggestions and through her occasional questions the children went ahead and planned each new step.

When the suggestion of making new bean bags was accepted by the teacher every child became enthusiastic and each of the thirty-six children begged to make one. The first thing needed was goods to sew into the bags. How much and what kind of goods to get were questions that naturally followed. In answer to the first they found that they must know the size of one bean bag and then find out how much material would be required for thirty-six bean bags. Here they had real need for ruler work. The size of the finished bean bag was measured and several of the children discovered that it would be necessary to make the piece of cloth larger so as to allow for the seams. One-half inch was added for seams, paper patterns measured and cut eight inches by six inches so as to make the finished bean bag five inches by three and one-half. Having decided on the size of the bean bag we were ready to get the material. A heavy material was thought to be best as it would stand the rough wear, and the need for choosing something dark was also mentioned. Two children were sent to the store to get samples. When the samples were brought and the less practical ones were discarded the choice fell between a piece of blue denim and the piece of

striped ticking. Before a definite decision was made the teacher took this opportunity to suggest the very practical problem of comparative cost. Which would cost the more—denim at 15 cents a yard or ticking which was wider at 25 cents a yard? Oblongs, which were the width of each material by one yard in length, were measured off on the black-board so that the children could see just how many pieces they could cut from one yard in each case.

After an interesting and valuable lesson in measuring involving inches, feet and yards, also in calculating the cost which involved money relations, it was decided that the blue denim at 15 cents a yard would be best, and that two yards was needed. The next question that arose was, "If I need thirty cents what pieces of money should I take to the store, or if I do not have the right change what change must I expect if I give the storekeeper fifty cents, or a dollar?" After this was worked out so that all understood it, two children bought the goods and knew that they were bringing back the right change from a dollar bill. It was asked then if they might not play store with the goods. This request was granted and they measured goods and made change until they were satisfied.

The next day the denim was cut into pieces the size of their patterns. The sewing began. No tailor works with more enthusiasm than did the entire second grade as they busied themselves with needles and thread. After the bags were made beans must be gotten to fill them. This had been discussed previously and it was decided that the mice would probably not bother beans as they had corn. "How many beans should they buy?" A quart was bought for ten cents and it was found to fill nine bean bags—therefore they knew they would need four quarts. A lesson on pints, quarts and gallons was here introduced in which the beans were measured and remeasured. They played "milk-man," using the beans. Here not only liquid measure was learned but making change was again noticed. Finally the bags were filled, sewed up, and ready for use. The last thing was that of making out an itemized bill in regular form. The bean bags including two yards of denim at 15 cents a yard, one spool of thread, and four quarts of beans at 10 cents a quart had cost in all seventy-five cents. The children had gained much real knowledge about measuring in inches, feet and yards; in pints, quarts and gallons; money relations; and aside from these a little ability gained in the actual sewing done. But perhaps the most valuable thing they got from this was the power gained in being able to work out a definite problem through making their own suggestions and judging the value of such suggestions. It is surprising how much good judgment and common sense little children use about those things which concern and interest them. In each of these lessons there was an appreciable motive, a definite problem in the child's mind, hence he got much more from them than had the purpose existed in the teacher's mind alone.

As a further result of this series of lessons the second grade now enjoys several games using the bean bags made by themselves. The favorite game is one in which all of the bean bags are sometimes used. It has numerous possibilities and can be adapted to teaching many number facts and relations. The children sit in their seats. A bean bag is placed on the front desk of each row. A score keeper is sent to the blackboard to keep record of the game. At a given command the child in the front seat takes the bean-bag by two corners and passes it over his head to the child just behind him, who takes it in the same way and passes it over his head to the next child. Each passes it in turn down his row as rapidly as possible until it reaches the last child in that row who takes it and runs with it to the front desk. The row which succeeds in getting the bean-bag back to the front desk first scores. Any method of scoring may be used depending upon whatever combinations or tables the teacher wishes to impress upon the children. After the game is well learned using only one bean-bag it may be varied by using more. As many as six to one row may be used to good advantage. In playing with several bean-bags, they are passed back in each row one after another as quickly as possible and when all have reached the last child he takes them to the front desk in his row. In this game every child can play all the time and much excitement prevails.

Applied Design

The Fourth Grade at the Model School had been studying design in their drawing work. After they had gotten a few of the fundamental principles, the problem came up of how to apply what they had learned in such a way that it would correlate with their other work and at the same time be interesting enough to the children to bring forth their best efforts.

They had been doing some work in dramatization and in outlining their stories, but were rather weak in both, so it was decided that if they should work up the dramatization nicely, they might invite the Third Grade in to see them play their story. We decided to have it just as much like a real play as possible. Some child then suggested that real shows always had programs, whereupon we unanimously decided to make a program for each of our guests that would not only be attractive, but one that would help them enjoy our play as well. Using a piece of drawing paper folded crosswise to form a booklet, we opened it out and on one side wrote the cast of characters and on the other a brief outline telling the important events of the story. Then came the pleasure of making the back attractive. Partridge-berries were in season at that time, so it was decided that we could have nothing prettier than a simple spray of partridge-berries at the top and running down the side of our

booklet. We next placed the name of the story, place, date, and time of giving on the back in the way which seemed most attractive.

The result was quite satisfactory. Every child did his best, both on the design and penmanship, and it was with a great deal of pride that they presented each guest with a program next day.

The children were so well pleased with the idea of applying their designs to booklets that we made a booklet illustrating Whittier's Corn Song. Brown drawing paper was used for this. With the brown crayola they drew a stalk of ripe corn extending the length of the left side of the back of the booklet. They used their lessons in lettering by printing "Corn-Song" in brown and yellow in the space which was left. A very effective front piece was made of cream colored paper with several stacks of brown corn heaped high in a field. The poem was copied neatly and tied into the booklet with a brown cord.

The same ideas have been used very successfully with a Hallowe'en spelling pad and a Thanksgiving poem, and I find the children suggesting that we make booklets for every poem that they particularly like.

Miscellaneous Suggestions for Correlation

The Third Grade children at the Model School in studying a little November poem for language work suggested making booklets to illustrate the "trees bare and brown," "red cheeked apples," and an ear of popcorn. They copied the poem into the booklet, and placed small drawings near their descriptions. The results were quite pleasing.

A week before Washington's Birthday we began reviewing our marching songs and learning new ones. For Drawing we made the large three-cornered paper hats, also the soldier hats of newspapers. The children could wear either and enjoyed marching about in them singing their patriotic songs.

Just before Valentine's Day we learned the song "A Recipe for a Valentine," from the Gaynor Book.

"A piece of cardboard white,
A bit of paper lace,
A wreath of flowers 'round a smiling little face:
A gentle word of love,
That's love so sweet and true,
Telling best it can how dearly I love you."

For Drawing the children followed the suggestions in the song in their order. They were furnished with heavy white drawing paper from which they cut two hearts of the same size. They brought their own paper lace (torn from candy boxes) which they pasted all around the top heart. The "wreath of flowers" was tiny forget-me-knots drawn around

the edge with blue crayolas and the "smiling face" was a happy little paper doll head. On the second heart they wrote their "gentle word of love" and tied the two together with a bit of blue cord.

Rhymes for Illustration

MILLIE ROEBUCK.

Rhymes and jingles can be impressed through the hands as well as through the eyes, therefore, after the children have studied a rhyme and perhaps after they have dramatized it, then the children can draw or cut the pictures. The following rhyme gives a good opportunity to correlate language and drawing in the first grade. After having brought out the definite pictures in the rhyme, have the children draw Little Boy Blue, his horn, the sheep and the cows as they saw them, but never from a copy. Another idea is to have the children cut free-hand the things in the rhyme and paste them on cardboard.

"Little Boy Blue,
Come blow your horn;
The sheep are in the meadow,
The cows are in the corn.
Little Boy Blue,
Come blow your horn."

Have something definite for which to work in each lesson; for example, have them study one of the rhymes below for its literary value, and enjoyment, bringing out the pictures as vividly as possible, then merge your drawing in to furnish a means of expression. To furnish a motive suggest that they make a booklet and write the rhyme in it to give to mother. You can have a number of interesting drawing lessons with the idea in view of decorating their booklet backs.

These rhymes can be used for nature study as well. Study the violet with the children as they study the rhyme and ask questions to arouse interest, then leave them by a few definite questions to study the violet out of school. Have a free discussion about the violet at your next nature study period. These rhymes are to be used in the fourth grade.

"Such a starved bank of moss
Till that May morn;
Blue ran the flash across—
Violets were born."

A violet by a mossy stone
Half hidden from the eye,
Fair as a star, when only one
Is shining in the sky.

Why are bees and butterflies
 Dancing in the sun?
 Violets and buttercups
 Blooming every one?

Why does all the whole big world
 Smell like a fresh boquet
 Picked from one of God's flower beds
 Oh, I know! it's May.

The first stanza of the last rhyme has several different pictures that can be used. There are no pictures in the second stanza, but it should be given together with the first for completeness.

In the spring when birds are abundant have the children study them in connection with rhymes.

Drawing and nature study may also be correlated with this. Attractive posters or booklets with sentences about the birds can be used effectively.

The pussy catbird wears a gown like a nun,
 But she's chirp as a squirrel and chock full of fun,
 She lives in a house upon Evergreen Lane—
 A sunny little house, although modest and plain.

Ashen coated catbird
 On the alder spray,
 Mocking all their fellows
 Through the livelong day.

Midway in the May month season,
 From her haughty strutting master
 To the silence of the pinewood
 Steals the happy partridge mother
 Under cloak of yew and moosewood,
 Seeks a hollow lined with mosses,
 Filled with leaves and sweet pine needles.

Suggestions as to the use of the last list of selected rhymes would be obvious as they themselves suggest plainly how they can be correlated with other subjects.

The alder by the river
 Shakes out her powdery curls,
 The frogs begin to ripple
 A music clear and sweet.
 And fast the maples now
 Crimson through every bough.

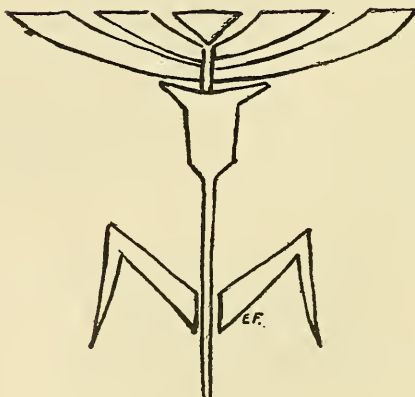
There's a dandy little fellow
 Who dresses all in yellow—
 In yellow with an overcoat of green,
 In the spring-time bright and early,
 A-tripping over the meadow he is seen.

A golden cup with a golden frill
And golden wings make a daffodil.
The pines have long needles,
The maples have keys,
The ash trees have paddles
That drift in the breeze;
The poplars have tassels
To swing in the parks
And down in the dingles
Ferns make question marks.

Wondrous things you often see
Through the windows of the tree—
Steeple pointing to the sky,
Happy birds a flying by,
House-tops, and tall chimneys, too,
And white clouds high in the sky.

Oh! eggs take wings to soar and to sing,
And little birds leave the nest.
When a nest you find, do you know what kind
Of a little bird loved it best?

Hurrah! Hurrah! we love our land,
To our country we'll be true;
Hurrah! Hurrah! we love our flag,
The red, the white, the blue.



Question Box

Questions

1. Why is a well prepared assignment so necessary when time is so limited?
2. How can we keep the children from forming bad habits of study?
3. Is it well for children in the first grade to take their books home?
4. How can I correct mere "word calling" in reading?
5. What is "the bondage of the printed word?"

As these are such broad questions and our space is so limited we will try to give only a few guiding principles in answer to them.

1. When time is so limited it is necessary for the teacher to have a well prepared assignment because the child is compelled to do his work alone out of class. In order that the work may be done to the best advantage, the teacher must bring out clear questions which will arouse his interest and maintain a desire to continue the study.

2 and 3. To prevent the children from forming bad habits of study, the teacher should have them under her supervision at first so that she can direct their work in the proper manner. This is done by skillful questioning which enables the child to get the thought and to see and overcome his difficulties, thereby doing more independent work. So it is not well for the children in the first grade to take their books home because the teacher wishes to present the lesson in such a way that the children will be forced to concentrate on the thought as well as on the mechanics.

4. In order to prevent mere word calling in reading arouse the interest of the children and emphasize the thought rather than the mechanics. How can this be done?

First. Clear assignment, which represents the question or desire which the child feels.

Second. Ask questions which will lead to thoughtful discussion in answers.

Third. Emphasize the mental pictures of incidents in stories.

Fourth. Provide opportunities for realistic representations of stories in form of dialogues, dramatization, etc.

5. When a lesson is presented without questions and suggestions which enable the child to get the thought, mental pictures, give free discussions, and expressions of individuality there is nothing left but the rote memory of exact words which has given rise to the expression, "the bondage of the printed word."

Perhaps the expression can best be explained as a habit of recalling mere word forms which, because of lack of associations and mental images, mean nothing.

Reviews

"Present status of Drawing and Art in the Elementary and Secondary Schools of the United States," a bulletin issued by the United States Bureau of Education (Bulletin 13, 1914, No. 586), by Mr. Royal Bailey Farnum, is complete and comprehensive and has fulfilled the promise in the preface. The material presented, not only available for future use, but for immediate and practical use, represents the thought of the leaders in the art education of this country.

In this bulletin, Mr. Farnum discusses first "The Historical Development." The second division, "Aims and Scope in Art Teaching," has the subdivisions (1) Two Broad Aims, Cultural and Industrial, (2) Drawing a general, not a special, subject, (3) Drawing trains expression, observation, and appreciation. The other divisions are organization, methods, and outlines; application and correlation; picture study and school decoration; materials and equipment; art clubs and associations. The following tables are given: Drawing in State school systems; courses for training teachers of art; drawing in city schools; drawing in public high schools; and drawing in private schools. Sixty pages of illustrations are also given.

The series of articles in the *Middle-West Review*, entitled "*The Rural School Beautiful*," by Anna Van Wie, of Chicago, should be in the hands of every school teacher and every school worker. The author does not begin in the middle of her subject by telling what kind of pictures to put on the wall. What is the use of the finishing touches unless the fundamental principles of house and grounds are first considered? She begins at the beginning. The first essential of the Rural School Beautiful is the selection of the site for the building. Think of some of the rural schools that are built down on a rocky hillside—put there because the ground was fit for nothing else. Why not build the schoolhouse on some one of the beautiful sites that are going to waste in every community? The author of these articles insists that "no matter how unpretentious the schoolhouse is, it should be built upon artistic lines, and placed upon artistic surroundings." This is all well and good and is the work of the community and of the committeemen. As the teacher, however, has nothing to do with the location and building of the school, her task is to overcome, as much as possible, this disadvantage and make the ugly little schoolhouse conscious of some redeeming trait.

Miss Van Wie's first injunction to the teacher is to clean up the grounds, and plant a few flowers and trees. The best way to do this is to get the interest and coöperation of the parents, but when this cannot be done she must do the best work possible with the children, and the parents will soon see that it is worth while and will gladly help. To beautify the school itself requires some money, but "where there's a will

there's a way," and if the teacher has enough determination she can accomplish this also. In doing the inside work, careful attention should be paid to color combination. Do not have anything the least bit fancy or fussy, but let simplicity be the keynote. Let the children help, or think they are helping, by discussing with them how the improvements shall be made. No one could ask for a better opportunity of teaching interior decoration and much that the children learn will be put into practice in their homes.

The following tabulation covers the main points which determine the attractiveness and home-like atmosphere of the school:

1. Selection of suitable site.
 - (a) Convenience of location.
 - (b) Right drainage and good drinking water.
 - (c) Natural beauty.
2. Suitable building.
 - (a) Comfort.
 - (b) Convenience.
 - (c) Appearance.
3. Distribution of land.
 - (a) Buildings.
 - (b) Play grounds.
 - (c) Garden.
4. Location of walks.
 - (a) Convenience.
 - (b) Appearance.
5. Painting exterior of building.
 - (a) Durability.
 - (b) Suitability of color.
6. Planting of grounds and garden.
 - (a) Shade and shelter.
 - (b) Study purposes.
 - (c) Attractiveness.
7. Furniture and equipment.
 - (a) Fitness to need.
 - (b) Convenience.
 - (c) Appearance.
8. Paint, interior of building.
 - (a) Durability.
 - (b) Suitability of color.
 1. Hygiene.
 2. Attractiveness.
9. Pictures, statuary, pottery, etc.
 - (a) Decoration.
 - (b) Education.
10. Teacher and pupils.
 - (a) Habits of work.
 - (b) Habits of play.
 - (c) Appearance.

A pamphlet series on "the New Internationalism," by Jay William Hudson, Professor of Philosophy of the University of Missouri, Director

of Education Department of the Massachusetts Peace Society, is published by the Massachusetts Peace Society, Beacon Street, Boston. "These pamphlets have been prepared especially for a comprehensive statement in simple language of what the International Peace Movement of today means. They are particularly adapted for reading circles." The numbers of the series are:

1. What is the New Internationalism?
2. The Arithmetic of War.
3. Agencies for Promoting World Order.
4. A Practical International Program.
5. America's International Ideals.

In the March issue of the *Inter-Mountain Educator*, the Teacher's Pension Bill that was passed by the recent session of the legislature of Montana is published in full. This bill provides that each teacher shall pay one dollar out of each month's salary to the Pension Fund and that after she has taught in the public schools for twenty-five years, and has paid to the fund the amount of \$300 she is entitled to a pension of fifty dollars per month. This pension will make it possible for more people to make teaching a life work, rather than making it a stepping-stone to something else. Consequently, there will be more and better teachers and education will be advanced greatly in Montana. It is interesting to note the growth of this movement of pensions for teachers.

The use of periodicals as text-books in the universities and schools of this country has for some time been rapidly gaining ground. *The Independent* is one of the magazines that has become a national text-book. It has recently issued a supplement, giving reports from the different schools and universities that use it as a text. In this supplement the writers show the results gained, and thoroughly advocate the use of *The Independent* for the study of oral composition, supplementary reading, public speaking, rhetoric and civics. Some of these reports are from the universities of North Dakota and Michigan and the public and high schools of Minnesota, Colorado, Massachusetts, and New Jersey. The reports reveal the methods used and the results obtained. It gives valuable suggestions to those interested in live methods of teaching English and History. Other weekly magazines suitable for this kind of work are the *Outlook* and the *Literary Digest*; the monthlies *Review of Reviews* and *Current Opinion*.

Alumnæ

Miss Eula Proctor, '12, of Rocky Mount, was in town May 5th and 6th, making arrangements for the alumnæ banquet.

Don't fail to see the "Mikado" Monday evening, June 8, in the school auditorium.

Bessie Doub, '14, Wendell, attended the Damrosch concerts in Raleigh, April 13.

Mary Newby White, '13, Tyner, r.f.d. No. 3, was recently called home on account of the death of her brother.

Mrs. Edward Banks Gibson, '11 (Sallie Faison Pierce), of Charleston, S. C., and son, "The 1911 class Mascot," are in North Carolina, the guests of Mrs. Gibson's mother in Warsaw.

What have you done about your alumnæ dues for 1914-1915?

Juanita Dixon, '11, Louie Dell Pittman, '13, Lalla Pritchard, '13, Mary Moore, '13, Luella Lancaster, '14, Geneva Quinn, '14, Mavis Evans, '14, and Rosa Mae Wootton, '14 attended the Senior play, "The School for Scandal," at the Training School, Friday evening, April 30.

Mrs. Kate R. Beckwith, visited the Training School Alumnæ in the Grimesland Schools this spring, and made a talk on "*Stick-to-it-ive-ness*," before the school which was heartily enjoyed by both pupils and teachers.

Sadie Exum, '12, Castle Hayne, has just completed her second year's work in the schools at that place. New buildings have been completed during the year, and growth and a splendid attendance are a pleasing bit of history for the school.

Grace Bishop, '11, Marguerite Davis, '12, Lula Fountain, '13, Mary Moore, '13, Mae Belle Cobb, '14, and Mattie Bright, '14, attended the Edgecombe County Commencement at Tarboro, April 30.

Ila Bullock, '11, Bethel, who has been teaching in Lewiston for the past three years, has decided to return to Lewiston next year. Mr. Wright delivered the address in her school this year.

Emily Gayle, '14, is another of our girls who is making good. Under her supervision the primary grades in Grifton on the 16th of April gave a three-act play called "The Ugliest of Seven," charging five and ten cents admission, and raised enough money to purchase blackboards and erasers for the school. At the conclusion of the performance the children taking part in the comedy presented Miss Gayle with an armful of white carnations in appreciation of her untiring efforts and enthusiasm. Every other Friday afternoon these same grades met for a

"Wright Society" of their very own. The programs, which consisted of songs, recitations, and readings, chiefly, were managed entirely by the children. Dues from these meetings were used in securing supplies for the school rooms. During the year special programs were arranged for the various holiday seasons to which the parents were invited. While this fellow-worker may have had her ups and downs, no doubt the youngsters have known much of joy and sunshine.

Lula Fountain, '13, Bethel, spent the Easter holidays in Kinston, with friends. "Miss Fearless and Co.," which was given May 3d, for the benefit of the Bethel Graded School was a decided success financially and otherwise.

Willie Ernestine Ragsdale, '12, Estelle Greene, '12, and Gertrude Critcher, '14, are at home in Greenville, for the summer vacation.

Mrs. Leon Fleming (Louise Fleming), '11, is living on Evans Street, Greenville. "Louise, Jr.," is just now beginning to talk, much to the delight of her parents, and others.

Lillie Lee Freeman, '13, Washington, has at last learned that life without *Hope* is not worth living, and so Prince charming has again invaded our ranks. The nuptials were solemnized in the Christian church in Washington, of which the groom is pastor.

Ruth Moore, '12, Burgaw, has decided to return to Warsaw, next year, as assistant in high school work.

Below is a report of how four training school girls have worked out drawing in one school:

Before the year 1914-1915 there had been no drawing in the Whiteville school. Mr. Spencer, the superintendent, wanted to introduce a drawing course in the Primary and Grammer grades. So the four Training School girls agreed to do this work. The four are Grace Smith, '14; Essie Woolard, '14; Elizabeth Shell, '13, and Annie Hardy, '14. The three write:

"Annie decided that she did not have time for any work except the first grade work, and that of her High School English class. Therefore we three divided the work as follows: Elizabeth has the second and third; Essie, the fourth and fifth, and Grace, the sixth and seventh grades.

"We three made out a course of study that would fit as nearly as possible the needs in these grades. And we have followed this as closely as we have been able to.

"As each of us teaches only one grade it is necessary for us to exchange periods twice a week with the teachers of the other grades. Thus you see this gives three drawing periods a week in our rooms and two in the other grades.

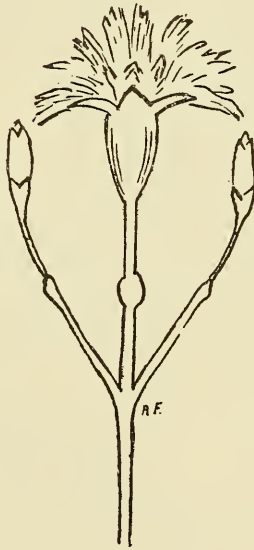
"Elizabeth has in the second grade done the work of the first and second grades, and in the third grade she has done first, second and third grade work.

"Essie in the fourth and fifth grades has done the work of the first three grades and most of the fourth grade work.

"Grace has done in the sixth and seventh grades all the work of the first five grades and has done some sixth and seventh grade work.

"As we have said, the children had never had any work in drawing. So our first aim in this work was to develop a love and an appreciation for it. At first everything had to be very simple, and we gradually put in more difficult work. Thus far the work and its results have been pleasing and gratifying.

"We have correlated the drawing with the other subjects, especially with arithmetic, English, history, and geography. We are convinced that such correlation is of benefit not only to the pupils, but also to the teachers."



*The Alumnae Will Present "The Mikado"
at Commencement*

The proceeds of "The Mikado" will form a nucleus of a fund for the building of a gymnasium. The alumnae wish to have on the school grounds some tangible expression of their gratitude and loyalty to the school. It is the hope of the alumnae that this fund will grow so rapidly that not many years will pass before this alumnae building can be erected. One year ago was adopted the slogan

"Watch Us Build Our Gym."



THE MIKADO—THE FINAL SCENE

Class of 1915



1. ANDERSON, MAUDE,
Enfield, Halifax County.
"I hold my peace, sir? No."



2. ALBRITTON, EUNICE,
Kinston, Lenoir County.
"Silently she pursues her way."



9. BRYAN, REBIE,
Durham, Durham County.
"I am Sir Oracle, when I ope my mouth
let no dog bark."



3. BISHOP, CONNIE,
Wilson, Wilson County.
"A bundle of merriment which is a
joy to all."



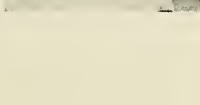
10. CUTHRELL, MABEL,
Aurora, Beaufort County.
"As musical as Apollo's flute." (?)



4. BRIDGMAN, MARY,
Lake Landing, Hyde County.
"Impulsive, earnest, prompt to act and
make her generous thought a fact."



11. COX, LEONA,
Richlands, Onslow County.
"A peace above earthly dignities, a
still and quiet conscience."



5. BROWN, EMMA,
Rich Square, Northampton County.
"A statue tall—I hate a dumpy woman."

12. CLEMENT, SARAH,
Mocksville, Davie County.
"We grant although she had much wit
she was very shy of using it."

6. BROWN, ESTHER,
Swan Quarter, Hyde County.
"Wise to resolve and patient to perform."

13. DAVIS, CLARA, Atlanta, Ga.
"A daughter of the gods, divinely tall
and most divinely fair."

7. BROWN, PEARLE,
Gatesville, Gates County.
Still the wonder grows that one small
head can carry all she knows."

14. DAVIS, MABEL,
Pink Hill, Lenoir County.
"Perseverance winneth in all things."





15. DAVIS, PEARLE,
Leechville, Hyde County, N. C.
"One who has never turned his back
but marched breast forward."



22. HOOKS, BETTIE,
Fremont, Wayne County.
"It's guid to be merry and wise."



16. FAGAN, BERNICE,
Dardens, Martin County.
"A life, a presence like the air, scatter-
ing gladness without care."



23. IJAMES, GELENE,
Mocksville, Davie County.
"Infinite riches in a little room."



17. FINCH, ETHEL... Bailey, Nash County.
"I would not be quick to take offense."



24. JACKSON, SALLIE,
Greenville, Pitt County.
"Thy heart is true as steel."



18. FORBES, ERNESTINE,
Greenville, Pitt County.
"Happy am I, from care I am free,
Why aren't they all content like me?"



25. JOHNSON, PATTIE,
Lumber Bridge, Robeson County.
"Filled with patience and strength
to wait."



19. FORBES, RUBELLE,
Greenville, Pitt County.
"If to her share some female errors fall,
Look on her face and you'll forget them all."



26. JOHNSTON, CHRISTINE,
Greenville, Pitt County.
"Good nature, wisdom, and prudence
have met to make a woman."



20. GRIFFIN, CLARA,
Macclesfield, Edgecombe County.
"Oft fineness compensates for size."



27. JORDAN, JULIA,
Sunbury, Gates County.
"This lady sitteth by the side of the
Brook."



21. HOWARD, RACHEL,
Efland, Orange County.
"The sweetest pledge of a deathless name
is the silent homage of thoughts
unspoken."



28. KING, AMINE... Greenville, Pitt County.
"My heart was social and loved joy."



29. MOORE, LOUISE,
Burgaw, Pender County.
"Dowered with the hate of hate, the
scorn of scorn, the love of love."



36. REID, LOIS,
Garysburg, Northampton County.
"She wastes no word on common herd."



30. NEWMAN, LELA,
Durham, Durham County.
"She finds no fault in you, never implies
your wrong by her right."

37. ROEBUCK, MILLIE,
Robersonville, Martin County.
"The mirror of all courtesy."



31. PROCTOR, RUTH,
Rocky Mount, Nash County.
"I was born all to speak mirth and
no matter."

38. SAWYER, KATE,
Merritt, Pamlico County.
"We desire you keep in mind that a
purpose is behind."



32. PERKINS, VALERIA,
Greenville, Pitt County.
"A girl she seems of cheerful yesterdays
and confident tomorrows."

39. STEPHENS, ALICE,
Aurora, Beaufort County.
"A worthy ambition leads to untold ends."



33. PERRY, FLORENCE,
Macon, Warren County.
"There's the modest girl."

40. STEWART, EDNA,
Mocksville, Davie County.
"Oh, that this too, too solid flesh
would melt."



34. PERRITT, BESSIE,
Faison, Duplin County.
"Thou'rt such a touchy, testy, pleasant
fellow, there's no living with
thee or without thee."

41. SPENCER, BETTIE,
Washington, Beaufort County.
"She tastes the joy that comes
from labor."

35. ROBERTSON, EMMA,
Williamston, Martin County.
"A little maid of complete majesty."

42. TILLERY, ALICE,
Scotland Neck, Halifax County.
"All those who know her love her, and
those who know her not, as soon as
they have met her will join the
happy lot."





43. TILLERY, KATE,
Scotland Neck, Halifax County.
"Born for success, with grace to win,
with heart to hold."



46. WHITE, IRENE,
Scotland Neck, Halifax County.
"We have met the enemy and he is ours."



44. TYSON, CHRISTINE,
Greenville, Pitt County.
"Mischiefs and moods lurk in those eyes."

47. WHITE, LAURIE,
Scotland Neck, Halifax County.
"He that questioneth much shall learn
much."



45. WHITE, ELLA, Middleton, Hyde County.
"A smooth and steadfast mind, gentle
thoughts and calm desires."



48. WATERS, VERA MAE,
Pactolus, Pitt County.
"I am sure care's an enemy to life."



History of Class of 1915

An artist, when he finishes a picture, stands off and studies his completed task before beginning another. So, girls of 1915, as we are about to finish our record as students of E. C. T. T. S., let us turn to the beginning of our memory book and with a brief review get the general retrospect of our life on the hill.

On the first page of our book we see the date September 26, 1911.

Immediately there rushes upon us that lonesome dread which to us has ever characterized that day. We were a little band of students who for the next two years must finish high school work before entering upon our professional course. We were bound together by our common helplessness for we realized that there was a great chasm between us and the professional girls. Together we began to grow strong and when we selected our motto our past experience had an unconscious influence upon us for we selected as our standard "In unity there is strength." We believe this little class had no malice when green and white was selected for class colors but whatever motives prompted them then, now they have lost all sinister meaning and stand for that which binds us together.

During this year we began to be thrilled by the game of basketball which was represented by two teams—Goblins and Dixies. The opposing teams met in a game at Thanksgiving, the Dixie's being victorious. From that time this game has played an important part in our life.

After pulling through three sets of examinations we found ourselves "B's." When we began work in September, 1912, we found some of our

number gone but others had come to take their places. We felt important for the Seniors were our "big sisters" and those 1913 Seniors were "it."

Tennis claimed our attention and we proved our strength by our victory over the Juniors at Thanksgiving. This, together with the "stunt-social" given to the faculty, were the fetes of the year.

At commencement we hated to part with our "big-sisters," who had saved our lives many times by bringing us the results of their course in domestic science, but we were two years old and had learned to stand alone.

On the next page of our memory book we see "Juniors" written in large letters, we were entitled to another title, "First Year Professional Class." The high schools of the State seemed to have opened their doors and poured out girls until our number was nearly doubled. We were two big sections of "C's." With Mr. Austin as class advisor we started upon a career which stands out for many things. This year we realized how truly pedagogical was our motto for we saw how we were individuals that made up a general unit. Many things there were to bind us together and every one who has ever been a Junior on "the hill" can enumerate them.

Is there any need to name the height of our ambition or to go over again those nights when one object filled our dreams or to recall those watchful nights when we sought—the staff? Until our search we never before realized how intricate was the design of the Training School from basement to attic, from cabin to dormitories.

Every Thanksgiving brings defeat to some class and this year it was extended to us on the basketball court by the Seniors. So united were we even in defeat that we couldn't be separated for a night's rest. You know the consequence.

We, however, had another trial at basketball with the Seniors for there was to be a tournament and a real loving cup was to be the winner's. We had been put on our mettle and after the second game of the tournament every Junior wore a grin, for was not the cup ours "to have and to hold"—if we could?

Another great occasion for our class was the trip to "Junior Park" with the Seniors for our guests. This annual Junior-Senior reception was worked out on the plan of a trip to "Junior Park," by way of the "Steamship Junior." The Juniors formed the boat and an imaginary voyage was taken to "Junior Park" where our guests were entertained by shows, exhibitions and music. The "Casino" where the refreshments were served was also at the park.

We gave an informal tea to the "A," and "F" classes on the campus to show our appreciation of their support.

Commencement came and we were honored by having the marshals from our class, the greatest honor granted the Juniors. By the way, we gained our ambition at the last moment. We found the staff.

Now we are nearing the end of our book and so far we have lived up to our motto. There were forty-nine of us to be weighed in the balance at the model school. All of us know how it is to walk through the woods seeking a tune from some more fortunate fellow-man or seeking to be inspired with a way to meet our problem. We all came out alive to say the least for most of us fell in love with the school.

In the game of basketball at Thanksgiving we won and our team was delightfully entertained by the Juniors. In the tournament we came out with a new lease upon the cup. How great was our joy to be declared champions of the Training School!

Because of the delay caused by the fire we had to combine some of our "stunts." We had our Senior day on April 15, when we had our chapel exercises and planted in front of the administration building two little fir trees which we consider worthy of a separate article. If the trees respond to all the blessings upon them they will indeed be models.

Now our days were full for we were preparing for our Senior Play, "The School for Scandal." We gave this play on April 30th in costumes from Baltimore instead of from "New York."

As we turn the last leaf of our memory book we hold in our hands a cablegram from "Junior Union" saying that an escort will call May 10th. That deals with the future, however as this chronicle closes on May 8th. We have something to live for.

It's almost time for us to separate. Have we stood together through the years? This is told by our unity and our unity by our strength and our record is an index to our strength. We have stood together in trials and in glory for we claim three "firsts"—"first" to use the Model School, "first" to gain a Loving Cup and "first" to use the new Domestic Science Laboratory. When we leave the hill may we still stand together as teachers in the Old North State. Let us substitute love for our alma mater, for a part of our class spirit and prove a tie between our school and State.

CHRISTINE JOHNSTON.

Senior Day

Thursday, April 15, 1915, was Senior Day at the Training School.

ANNUAL ASSEMBLY.

The exercises of Senior Day began at the assembly period, when the Seniors held their annual assembly. They first conducted the usual religious exercises. After this the president of the class in a few apt words announced the numbers on the program, which she said was retrospective in its nature. Those who expected a class history were disappointed.

In "My Experience in Teaching," one of the class gave reminiscences, relating incidents of her work as a leader in bringing the school and community together and seriously telling how she received the coöperation of the community and succeeded in forming such organizations as a Betterment Association, Girl's Tomato Club, Boy's Corn Club and others which helped in building up the community. All of this wonderful work of great results told by a young, inexperienced girl, in a perfectly solemn manner, was greatly enjoyed by the audience, particularly by that experienced portion in the back of the Assembly Hall. She brought out the precepts and principles which she had absorbed in school and gave them out in a serious tone, using aptly, but gravely, expressions which the faculty recognized as their own and which the students heartily enjoyed. With keen wit and delightful satire she showed how she had sagely been putting into practice all the valuable points she had learned at the Training School. As a result she had realized that much discussed "ideal community."

In another delightful piece of satire, "Advice to the Juniors," the Juniors were warned to overcome the troubles which had beset the path of the Seniors. In every case the Seniors responded with a most emphatic denial and shake of head, asserting themselves guiltless of any of the "don't" or "never" crimes.

As the Seniors sang their class song the audience marched out to the front campus for the tree planting.

TREE PLANTING.

The Class of '13 established the beautiful custom of tree planting at the Training School and, believing the custom to be a good one, the Class of '15 decided to plant not only one, but two trees. The class gathered around the two little fir trees which were to be planted on each side of the driveway in front of the Administration Building. The planting of the trees made a very impressive scene. The picture of the girls in white dresses and green sashes added much to the attractiveness of the occasion. The class divided, half circling around each tree. Each member of the class deposited the class colors—green and white—around the roots of the tree and covered them with a shovelful of dirt with the historical spade, which is preserved by each succeeding class as a trusted relic. As each turned to leave the tree she spoke some parting words of good wishes, as: "May your beauty ever adorn the entrance to our Alma Mater." The president of the class then presented the trees to President Wright who accepted it in his usual happy manner. She cited several incidents showing the part the fir tree has played in history and literature, both secular and sacred.

Then with a few words of injunction and good wishes for the class the historical spade was presented to the Class of '16. In this the insignificant appearance of that spade was referred to—the spade that

had performed so many noble deeds and no one can surmise the results of its famous career in the school before it is ended.

The spade was intrusted to the care of the president of the Junior Class who accepted it in a most gracious manner, and with the full assurance that it would be most sacredly preserved and that the class would carry out the beautiful custom of tree planting the next year.

A little poem, "The Fir Trees," was read, after which the exercises closed with the Senior's singing a lullaby to the little fir trees, which was composed by members of the class and sung to the tune of "The Bird's Nest."

GELENE IJAMES.

The School for Scandal

DRAMATIS PERSONAE.

Sir Peter Teazle.....	Maude Anderson
Sir Olive Surface	Mabel Davis
Sir Benjamin Backbite	Pearle Brown
Sir Harry Bumper.....	Laurie White
Joseph Surface	Ernestine Forbes
Charles Surface	Kate Tillery
Crabtree	Mary Bridgman
Careless	Rebie Bryan
Snake	Ella White
Rowley	Kate Sawyer
Moses	Pearl Davis
Trip—Servant to Charles	Bessie Perrett
William—Servant to Joseph.....	Millie Roebuck
Maid to Lady Teazle.....	Mildred Brooks
Servant to Lady Sneerwell.....	Pearl Davis
Lady Teazle.....	Emma Robertson
Lady Sneerwell.....	Clara Davis
Mrs. Candour.....	Connie Bishop
Maria.....	Bernice Fagan
Guests of Lady Sneerwell—Irene White, Bessie Perrett, Ella White, Rebie Bryan, Rubelle Forbes, Christine Johnston, Betty Spencer, Mildred Brooks.	

Sheridan's "School for Scandal," which was given by the Senior Class on Friday evening, April 30th, was a brilliant success for both the school and the class.

The costumes, which were in keeping with the age, added greatly to the play, and the members of the cast made an elegant appearance in them. The costumes, which were made of brocaded silk and satins of the richest colors and embroidered in brilliant jewels, were furnished by a professional costumer of Baltimore.

The 18th century interiors, furnished with mahogany or oak, and lighted by many candles beaming from brass candelabras, were good reproductions of that period. All of the stage furnishings were collected from the Training School community.

The play as a whole was a great success, the big scenes standing out. The most intense suspense was during the screen scene at the climax when the screen fell and Lady Teazle was discovered. The most spectacular scene was the party at Lady Sneerwell's, during which the beautiful old English dance, the gavotte, was danced by eight couples. The portrait scene when Charles sold all of his family portraits except Sir Oliver's was the most delightful. The last scene was of particular interest when the unraveling of the plot was completed. The audience could not but feel sorry for Lady Sneerwell and Joseph, yet it was equally pleased with the happy lot of the others.

The girls were well chosen for their parts and succeeded in taking the audience from the 20th century back to the 18th century. Emma Robertson as Lady Teazle acted wonderfully well from the beginning to the end. She brought out the fine shades of meaning in her lines and expressed well her change of moods, but was especially good when in her scornful moods. In her serious moments she rose to the occasion and did superb acting in the climax when she denounced Joseph.

Connie Bishop as Mrs. Candour, with her frank speeches and vivacious manner, carried off with verve her part in reporting the tales she would not have dreamed of creating. Clara Davis made a beautiful Lady Sneerwell and plotted well as president of the scandalous society. Bernice Fagan as Maria made a beautiful young girl and took well the part of a lovely yet depending girl.

The girls who took the part of men deserve particular credit. However as it was an effeminate age it was not so difficult for girls to take the part of men as it would have been in a modern play. The blustering Sir Peter Teazle, Maude Anderson, was very good indeed throughout the play but was especially good when in his rages against Lady Teazle. Mabel Davis showed marked ability as Sir Oliver Surface. She was splendid in playing the difficult role, letting the audience see the real Sir Oliver, yet keeping his nephews ignorant of his identity. Kate Tillery played the part of Charles with a dash and spirit that captivated the audience completely. She acted with ease and grace and one could not blame Sir Oliver for forgiving him. Ernestine Forbes, as Joseph, played the difficult part of the hypocritical brother remarkably well. She was exceptionally good when giving plausible explanations.

The minor characters gave strong support to the leading characters and, on the whole, it was a strong cast.

There has never been a more responsive audience at the Training School and they followed closely the finest points throughout the three hours of the play. In the screen scene the audience responded with a tense stillness which was a far greater tribute than applause. The music played by Miss Hill, and the old English songs, "Dear, Dear, What Can the Matter Be," "Where Love was Kind," "Drink to Me

Only with Thine Eyes," "Begone Dull Care," sung by a chorus selected from the Junior Class, added greatly to the enjoyment of the evening.

The success of the play was due to the untiring and inspiring work of Miss May R. B. Muffly, who staged the play. The advertising committee sent out a large number of handbills to be distributed over the surrounding country. They also did the newspaper advertising, which helped greatly to get people interested in the play. Each of the girls in the Senior Class made an attractive poster, using figures and poses from the play. These were sent to the different towns around here. These were also a great credit to both the drawing department and to the Senior Class.

By this performance another link has been added to the chain of successes in dramatics at the Training School. JULIA JORDAN.

"15" Starts the Model School

We, the pioneers of the present Senior Class, had heard for three years of the Model School "to be erected" for the individual benefit of the Seniors "who were to go out from this school."

Each one of us was more or less interested in this Model School because it concerned the Training School. But each succeeding year we were frequently chided by our more learned schoolmates for the light manner in which we looked on Practice Teaching and we were told that we would some day change our way of thinking—Oh! how true this prophecy! We were also informed that Senior trials and tribulations would at once cease when the Model School became a real thing—Did they? Well! just wait and see!

When we left school in the summer of our Junior year the Model School was being erected—however, as teachers can have no troubles in a model school, we crossed no bridges—ah me! But when on our return the next fall we found the Model School ready for use our knees shook and cold chills ran up and down our spinal cords.

Early in the fall the Seniors were called together to learn which practice section they were to be in. It was a curious set of girls, for "newness arouses curiosity and curiosity arouses interest," you know. Every girl was in a quandary. Every girl wanted to teach the first term so she could get it over with and yet every girl wanted to teach the second term so she could enjoy her school work as long as possible—you see, none of us knew the real magic power in teaching. After the lists were read the girls who were to teach the first term were jubilant but before the term was over they had their curiosity sufficiently appeased—but they did enjoy speaking of themselves as "teachers of experience"!—and those who were to teach the second term were held on the rack.

During our Practice Teaching we most certainly did endure some experiences that only those having the greatest will power and ability

could have withstood. For instance, one poor girl, whom I shall always recall with the greatest sympathy, was given singing to teach. When she took charge of the room she found herself in this predicament: first, she had lost her voice and when she found it it was vibrating on the tune(?) fully ten tones above its "normal height."

Another girl, while demonstrating the steps to a song, in her nervousness and excitement—although she had a sufficient amount of self-confidence and ability—knocked the clock on the floor, cleared the teacher's desk of its school equipment and fell over the feet of a few hundred of the twenty-seven children in the room. The climax to this wrecking episode came when the girl looked back and beheld the usually sympathetic critic teacher completely convulsed with laughter.

I could cite many more equally terrifying incidents—for every girl experiences any number of them. However besides work in our Practice Teaching we also had much pleasure for the distressing mistakes of one girl served to remunerate the other girls for their worries.

In short our Practice Teaching has not only done us much good in showing us how to teach, but it has given us "an immense" appetite for teaching, and we are willing to work for ten or fifteen years, more or less, in the capacity of plain, everyday school teachers in order to reach the goal of being a teacher at the Model School.

SARAH CLEMENT.

Senior Luncheons

A series of luncheons given by the Seniors during the spring term forms the climax to their year's work in Household Economics. The class is divided into groups of six and each group is allowed the sum of \$1.25 with which they are required to purchase and prepare a luncheon for six people.

In order that they may become more accustomed to the manner of preparing and serving a meal before giving their luncheon to guests, they prepare and serve luncheons to each other. In this work the class is so divided that each member gets practice in the preparation of the food and the manner of serving. The girls are required to make out their own menus, decide on the quantity to be served; and make out a shopping list for each meal. Then they must make out a time table by which the meal is to be prepared and served.

The effectiveness of the luncheon is dependent upon the artistic taste of the girls, as the decorations are all decided upon and carried out by the girls.

In this work the girls are learning many principles of housekeeping. Food values, best method of marketing, preparation of foods, table requirements, details of serving and the general care of the kitchen and dining room are topics which receive especial attention.

Senior Gardens

The gardening of the Seniors is one of the features of greatest interest connected with the work of the spring term.

The girls are divided into couples. Each couple is given a plot of ground 8 x 15 feet. They are required to pulverize the soil thoroughly and to plant various garden vegetables. The work of cultivating these plots also devolves upon the girls.

Each girl keeps a diary of her plot, so that at the end of the term she can see just what has been done and the various stages of the work together with the results obtained.

In this way many of the principles of agriculture—soil preparation, fertilization, seed selection, soil maintenance, planting and transplanting, and the manner of the growth of various plants—are made more effective by actual work and observation than by just reading about them.

School Organizations

Athletic League

Much enthusiasm has been shown this term in both tennis and walking. This is due, in part to the loving cup which is to be given to the class who wins the most points in tennis and walking. The trial games of tennis have been played, the first year professionals or Juniors and the second year professionals or Seniors being the classes to play in the tournament. These contests are being held just as *THE QUARTERLY* goes to press so that the results cannot be given.

The walking club has taken one 8-mile walk. The members walked four miles, ate lunch in picnic fashion, and then walked back. They have also taken one three-mile twilight walk after dinner.

Later.

PENNY CARNIVAL.

A "Penny Carnival"—why, even the name arouses one's curiosity. What is it? And why did we have it? Simply because the Athletic League knew it would be the quickest way and a unique way of securing the money for a loving cup. Consequently several committees were appointed and the following plans were worked out.

The girls who were to participate in the Carnival (the Gypsy Fortune Teller, Negro Minstrel Group, Uncle Sambo and Aunt Dinah, the Grizzly Bear, etc.), formed the "Great Parade," and marched throughout the dormitories and campus, thus arousing the curiosity of almost every girl, and causing all to go to the Carnival.

The carnival grounds, which were back of the dormitory, near the basketball court, were roped in and 3 cents admission was charged. Then each person registered and wrote a sentiment "cute or otherwise" and passed on into the grounds, where the crowd was met by so many different attractions, each was confused as to what should be the first place to visit.

There was "The Wild Woman," "Dunn's Negro Vaudeville," "The Ninth Wonder of the World," "Southern Camp Meeting," and "William Green Hill Theater." Besides these there were various places of pastime, such as the Fortune Telling Wigwam, where for the small sum of one cent we received the consolation (?) that "99 per cent of all school teachers became old maids"—and that "each of us had a treacherous rival at home who was rapidly getting the upper hand of affairs"—There's nothing like giving one something pleasant to think about.

The "Good Advice Stand" was quite unusual, for advice is usually plentiful and never has to be paid for, yet when we deposited our penny we knew we would be sufficiently recompensed—and we were. It is not everyone that has the advantage of knowing "when whittling always

whittle from you and you'll never get cut"—"a stitch in time saves nine," etc.

Red lemonade and candy were not at all among the minor features, we ate, drank, and were merry.

Admission fee to any shows, did not exceed three cents. The Carnival was open for about one and one-half hours, the net proceeds for that time being \$18.

If you want to have a lot of fun and make some money, too, organize a "home-made" carnival like we did.

BERNICE FAGAN.

Y. W. C. A.

The new cabinet for 1915-'16 was installed April 18. The twelve members are as follows:

President—Allen Gardner.
Secretary—Trilby Smith.
Finance Committee—Mary Wooten.
Membership Committee—Lucile O'Brian.
News Committee—Carrie Teel.
Mission Study Committee—Fannybel Roberson.
Bible Study Committee—Bessie Walker.
Religious Committee—Eunice Vause.
Social Committee—Gladys Ross.
Music Committee—Gladys Warren.
Sunshine Committee—Gertrude Boney.
Room Committee—Olivia Hill.

At the installation service, Mr. Wilson made an appropriate talk, congratulating the old cabinet upon the good work that it has done during the year, and encouraging the new cabinet in taking up the work that is before it. He also gave the qualifications necessary to make a good leader. The out-going president, Katie Sawyer, in her farewell talk gave a brief summary of the work done during the past year. Allen Gardner, the new president, in accepting the office outlined her policy for the year. The chief points are: (1) To develop among the girls a spirit of service for others, and to bring them into closer friendship with one another and with Christ; (2) To have service twice a week which will be uplifting and for the advance of the cause of Christ, one service to be held on Friday evening, the other on Sunday evening; (3) To keep in personal touch with the Y. W. C. A. work by corresponding with our Student Secretary and by reading the news from magazines. The other items in the policy concerned the business and social phases of the association.

The different members of the cabinet have outlined their policies for next year, and have made plans for the extension of their work.

At the close of the winter term examination, the Y. W. C. A. gave an informal tea to the faculty and students. The tea was served in the corridors of the Administration Building. The guests enjoyed selec-

tions on the Victrola. It formed a delightful break between terms—the girls threw aside all the worry of the week and refused to look to the week ahead.

Two of the best features of the Y. W. C. A. work during the spring term are the Mission Study Class, a sketch of which was given in the last number of *THE QUARTERLY*, and the "Eight Week Club." Each of these teaches ways and means of improving the country communities. The chief difference in the "challenge to the country," the text used in the Mission Study Class, and the "Eight Week Club" is that the former takes up community service as a national problem, while the purpose of the latter is for students to organize clubs in their own neighborhood for the benefit of the less fortunate people who have not had the opportunity of getting out in closer touch with the world. The two together form an ideal course.

The Eight Week Club meets every Wednesday evening, and is taught by Mr. Wilson. The hand-books used in the course are: "The College Women and Country Leadership," by Jessie Field, and the "Manual for Eight Week Clubs," which deals with the formation of the club and its work, for the sake of millions of girls who live in small towns and country districts, with the hope that through work and play, study and service, they may grow in friendliness and find the meaning of world-wide sisterhood. The table of contents of the "College Women and Country Leadership" is as follows:

1. The Call of Country Communities for Leaders.
2. The Kind of Leaders Needed in the Country.
3. Creating Community Spirit.
4. Working With the Country Church and its Allies in Community Service.
5. Helping the Country School to Teach in Terms of Country Life.
6. Furthering the Interest of Good Home Making.
7. Furthering the Interest of Good Farming.
8. Planning for Social and Recreational Life.
9. The Spirit That Makes New Country Life Possible.

Mr. Wilson has skillfully adapted the work of the course to the needs of North Carolina, and therefore gives frequent references to the North Carolina Year-book for special information. If the thirty girls who are taking this course organize clubs in their communities, as is their purpose, it will mean much to thirty neighborhoods in North Carolina.

The report of the Treasurer for the past year shows that the receipts have been \$376.37 and the expenditures have been \$308.72.

The Sunday evening services during the past two months have been led by the various committees of the association. On May 2, Mr. H. E. Sawyer, of Pamlico County, made an excellent talk. On May 9 pictures showing Y. W. C. A. work throughout the country were shown. Miss Graham explained the pictures.

The delegates to the Y. W. C. A. Conference at Blue Ridge are: Allen Gardner, Lucile O'Brian, and Mary Wooten. All three will attend.

Societies

The inter-society debate, of which an account was given in the last number of THE QUARTERLY, was held March 13. The query was: "Resolved, That State, county, and city officers should be elected by direct primary." The Laniers upheld the affirmative side and were represented by Allen Gardner, Juanita Brasington and Julia Rankin; the Poes defended the negative and were represented by Lucile O'Brian, Martha Lancaster and Alice Herring. The judges, who were Mr. S. B. Underwood, Mr. John Wooten and Mr. Albion Dunn, decided in favor of the negative. Immediately after the debate the girls of both societies who lost out in the preliminaries entertained the debaters of the evening at a marshmallow toast in the green parlor.

Two very pleasing entertainments have recently been given by the Laniers; one was a guessing contest in which some of the girls dressed to represent popular novels and newspapers. Some of these were: "Inside the Cup," "The Eyes of the World," "Daddy-long-legs," and "Arms and the Woman." They afforded a great deal of merriment. "Daddy-long-legs" proved himself the prime favorite. Another evening was given over to music and to reading.

The commencement marshals have been elected as follows:

LANIER—Juanita Brasington, Chief; Lela Durham, Carrie Teel, Julia Rankin, Gladys Ross.

POE—Sallie J. Winslow, Elizabeth Southerland, Lola Brinson, Love Eastwood.

School Notes

The Fire The dining hall and kitchen at the Training School was partially destroyed by fire on the night of April 1st. The usual precautions had been taken. The night watchman on his rounds had inspected the building not more than ten minutes before the blaze burst through the roof. The roof and upper part of the building were completely destroyed, but the walls were left in good condition and the cold storage plant was damaged only slightly and that by water. Nearly all of the dining-room furniture was saved. The loss is practically covered by insurance. The promptness with which the insurance company made the adjustments is commendable.

The conduct of the students during the fire was remarkable and President Wright met the emergency with dispatch and efficiency that proved him to be a man of great resourcefulness and sound judgment. Before the fire was out he had plans under way for work on the building to begin the next morning and had also made plans for the students. As soon as the fire was under control all the students were requested to assemble in the auditorium, and in less than ten minutes they were all in their accustomed seats just as if a midnight assembly was an old performance. As many as possible of the girls were requested to spend the Easter holidays at home and to prolong the holiday for a week, after which time President Wright assured them that the dining-room would be ready for them. The girls were informed of the generous hospitality of the people of Greenville who had volunteered to furnish breakfast for them.

Immediately after the assembly the Bursar's office was opened so that the girls could draw money and make all necessary arrangements for leaving. Then all the girls retired to their rooms, packed suitcases and long before dawn quietness reigned as though nothing had happened.

Later arrangements were made to accommodate a part of the faculty and for a few of the girls who lived a long distance. Meals were prepared in the Domestic Science Laboratory.

To repair the dining-room in a week seemed to many an impossible feat, but the promptness with which the girls returned showed their faith in President Wright's promise. The dinner which was served in the dining-room on April 12th, the day the girls returned, justified their faith.

The dining-room was not completed as it will permanently stand. Only a temporary roof, intended to serve until after the summer term, has been put on. Then the permanent work on the dining-room and kitchen will be done.

The intermission caused by the fire will not prolong the school term. The time lost is being made up by intensive work rather than by an extension of time.

The summer term will begin on exactly the time it is scheduled in the summer term bulletin and also in a previous issue of THE QUARTERLY, June 15.

**Address by
Dr. Stephens** Dr. M. Bates Stephens, Superintendent of Public Instruction of Maryland, delivered an educational address at East Carolina Teachers Training School on April 16th. President Wright introduced Dr. Stephens, but did not announce the subject, neither did Dr. Stephens, but all could easily see that his theme was the "True Vision."

As an introduction he told a story that contained the keynote of his address. An artist in painting a picture, used the colors of the rainbow so ingeniously that each one who looked on it saw it in a different color. A king sent many servants to view the picture and each reported a different color until at last the king went to see for himself and he saw it was still another color. The artist solved the mystery by showing him each color and explaining the cause of the change. The lesson conveyed by this picture was that true discernment must come by many tests to determine the truth. Dr. Stephens brought out the idea that true vision had been different in the past in educational ideas. Standards of worth had been confused, but the light had grown brighter for those who had eyes to see. This awakening is largely due to the efforts of Hegel, the German, and Herbert Spencer, the English philosopher.

No country in a decade has made such a record in educational achievement as America. The thought is not new but Americans have brought in many new things, have vitalized educational ideas. Educational theory is in advance of educational practice. This should not be. Such influence should be brought to bear that every child should get the benefit of the best theories in practice. There is abundant theory that schools must have money, time, must pay attention to social relations, good health, good morals and spiritual uplift. All this theory must be put into practice if we are to have good results. He stated that perhaps the most fundamental method of improving present conditions were furnishing good houses for schools. He is inclined to think that there is too great a tendency towards specializing too early. Our learning may become our weakness. We must broaden out. One of the tendencies is to give vocational training, however this does not mean that all who take agriculture must be farmers or that all girls who take sewing must be seamstresses. Vocational training is intended to bring the students into sympathetic touch with the dominant interest of the age and country. Dr. Stephens also stressed the importance of developing the moral and spiritual side. The teacher should live a strong, noble

life. Two lessons all should learn are obedience to authority and respect for proper rights.

At the close of the address Dr. Stephens quoted from Robert Burdette, his friend, which is in part as follows:

"There are two days in the week about which I never worry, about which I am kept wholly free from fret and apprehension. Yesterday with all its pains and sorrows is past beyond. I cannot recall a word. And tomorrow. Today only is left. What man cannot fight one day? I think, I act, I journey, but one day at a time."

Dr. Stephens' address showed depth of thought, long familiarity with the best of educational ideas and practice, and well balanced, sane judgment. After having heard him one could readily see that he was one who could sift out essentials from fads and fancies and one who could keep his balance regardless of changes.

Mrs. McKimmon Talks on Girls' Club Work

Mrs. Jane McKimmon, Supervisor of the Girls Clubs in North Carolina, gave a talk at the Training School on March 15th telling of the work of the Canning Clubs in North Carolina.

Mrs. McKimmon was very practical in her lecture; there was nothing of theory which was impossible to practice. The growth of the club work and its results upon community life made a great, appealing story and Mrs. McKimmon told it in a manner that was really charming and entertaining. She aroused the interest of her audience. The students seemed to be inspired with the idea of entering into this great work and helping to carry it on. She explained briefly the organization of clubs, their recognition by the club association and the requirements of girls entering the club. She also told wonderful stories of real human beings whose lives had been expanded by their connection with the club work.

She carefully explained the importance of setting a standard of goods and the method of packing. She emphasized the importance of a good standard commercial pack. During 1914 this was the chief thing she had stressed. Their success is shown by the fact that the North Carolina Canning Clubs have made a national reputation.

Each girl sends a sample of her goods to Mrs. McKimmon's office in Raleigh and she aids them in securing sale. All the girls agree to make good any poor product and this is a pretty sure sign that there will be very little of the inferior goods sent out by them. Often a girl gets orders from the same patrons year after year. In some communities the club goods have gained such recognition that the housewives form into clubs to purchase their goods from the club girls.

The money obtained from the sale of club goods must go to the girls who raise them. Often this keeps a girl from feeling that she must beg for all the money she spends.

In all the stories Mrs. McKimmon told one could easily see by her manner that her whole heart was in her work and that she was one among the people with whom she worked.

Lieut. Cotten's Talk on Japan Lieutenant Commander Lyman A. Cotten of the United States Navy talked to the students of the Training School on March 28th on the "Ideals of the people of Japan." He gave a most interesting interpretation of the characteristics of the Japanese. As Lieutenant Cotten has spent three years in Japan, he is well acquainted with the characteristics of these people and could speak with authority.

Lieutenant Cotten stated in his introduction that, to rightly understand a people it is necessary to know their beginning, but, since the history of Japan extends back into time, it would be impossible to give more than a brief account. He said that during the last half of the nineteenth century, Japan has had a wonderful change—from Feudalism to modern civilization. In the sixth century she did the same thing in her direct contact with China. When, through the efforts of the American navy Japan's ports were opened to the world, she realized that it was for her good and appropriated it. The next half century will determine whether Japan will be able to assimilate the new gains.

The Japanese are most amenable to discipline. Every Japanese is used to obeying from childhood. In every family there is a leader who is a representative to the government. The family and not the individual is the unit. Unfortunately this discipline goes to the extreme, they often obey blindly and without reason. This is shown in every phase of their life. This characteristic develops entire absence of initiative and in the absence of leaders they do nothing. Counterbalancing this they have developed the capacity for planning in advance. Nothing is undertaken unless every detail is carefully planned.

The Japanese people are as patriotic as any people in the world. They are willing to endure pain, suffering, and even death if it will be useful to their government. This devotion to the government often develops a frame of mind that is difficult for the Occidental to understand.

The Japanese are the most secretive people in the world. Their power to keep collective secrets is wonderful. This form of collectivism is different from that of the individual. Almost every Japanese will admit that the Emperor is made of common clay if asked individually but when together they believe he is a direct descendant of the Sun Goddess.

That they are brave needs no comment. But at the same time, this feature of collectivism comes in, collectively they are brave, but when alone they are not brave. One need not scream at night hoping to call a Japanese to his assistance for he will not come.

The Japanese laugh at everything, whether serious, gay, sad, or trivial. Often, not knowing what emotions are proper to assume, they cover their own emotions with a laugh.

In considering Japan as a nation and trying to reason out her attitude, she may be characterized as the spoilt child in the family of nations. The world gave the best to Japan. She had only to stretch out her hand and take it. Now when Japan wants something she wants to carry her point, and finds that the hands of the nations are not extended, because they feel that it is not best for Japan, like a child she screams. She may, however, develop into a responsible adult.

We are to remember this attitude and only hope the friendship between Japan and America will remain as sincere as present conditions seem to warrant.

President Wright at Chattanooga President Wright spoke at the Southern Conference for Education and Industry which met at Chattanooga, Tennessee, the last week in April. His subject was: "What can we do to supply an adequate number of sufficiently trained teachers in the country schools." President Wright gave the students an interesting report of the meeting. He explained the significance of the fact that this is the first meeting of its kind ever held under any organization, the purpose of which is to bring all of the forces of our Southland to work together for the uplift of the section. The old idea that education is apart from other interests has been broken down. Some of the meetings were: Southern Educational Conference; Conference of Southern Women; Artisans' Conference; Rural Social Survey; Country Church Conference; Conference for Teacher Training; Library; College; Superintendents; Country Church and Community; Grain Growers; Bee Culture Conference; Conference on Play and Recreation; Live Stock; Fruit Growers.

This wide range of interests is evidence of the great fact that the South is honest in trying to understand her problem.

North Carolina has the honor of furnishing the first president of conference.

Pres. Wright at Inauguration of Pres. Graham President Robert H. Wright represented the school at the inauguration of Dr. Edward Graham, the new president of the State University.

On his return he gave the students of the Training School a brief report of the inaugural exercises. The academic procession, composed of nearly a thousand guests, was vividly described. President Wright also gave brief reports of some of the addresses made by men of prominence from many parts of the country. One of these addresses, delivered by Dr. Goodnow, president of Johns-Hopkins University, dealt

almost exclusively on the values of research work. Through all the other addresses the vein of the theory of the new meaning of education was conspicuous.

**Greenville
Branch
S. A. C. W.**

During the winter a Greenville Branch of the Southern Association of College Women was organized with eleven members. Miss Waitt was elected president and Miss Graham vice president; Miss Upchurch of the Greenville High School, secretary. In keeping with the policy of the association, it is the purpose of the branch to do some definite piece of work each year on some problem near at hand that will be a real contribution to the cause of education or social service. The meetings for the spring have been spent in an earnest search for the problem for next year's work. At one meeting Mr. Underwood gave them a clear, plain talk on conditions in the schools in Pitt County. At other meetings the problem of illiteracy in the State has been carefully studied. At a joint meeting of the various branches in Durham on State Day, this branch was represented by Miss Jenkins. Miss Waitt represented the branch at the State Federation of Women's Clubs at Goldsboro. On "College Day" the members entertained the students of the graduating class of the Greenville High School and their parents. The different kinds of schools—the college, junior college, normal and finishing school were explained to them, so that they might understand clearly what each kind of school stood for and thus make a more satisfactory choice of school.

**Visit from
Miss Gill**

The crowning event of the Branch this spring was a visit from Miss Laura Drake Gill, Executive Secretary for the Co-ordinate College at Trinity College, one time Dean of Barnard College. The Branch had all the club women of Greenville to meet with them at the Training School on April 8 to hear Miss Gill. Her subject was "Justification of Club Life." Miss Gill gave the evolution of the woman's club and the motives back of each type of club, beginning with the purely social club with the motive of killing time, then the literary club with the idea of self-improvement, and finally the idea of the most progressive clubs of today when the motive is a larger community, or social motive. At the close she enumerated the assets that the club woman has. After the address an informal reception was held so that all present could meet Miss Gill. While in Greenville Miss Gill was the guest of the members of the faculty in the Greenville Branch. Miss Davis entertained her at a luncheon.

**Presentation
of New
Postoffice**

The new postoffice at Greenville was presented to the town by a representative of the Federal Government on April 2d.

An interesting program was prepared for the occasion. Speeches were made by prominent local men, Congressman John H. Small and

Mr. McAllister, the Federal representative from the postoffice department. The music was prepared by the Greenville Graded School and the Training School. On account of the fire, which occurred at the Training School on the night of April 1st, the part of the program prepared by the Training School was omitted.

**Rev. A. L.
Ormond at
Assembly**

Rev. A. L. Ormond talked to the students at assembly on May 6th. He said that ministers frequently get inquiries concerning the character of teachers, and that the demand for teachers of good Christian character is greater today than ever. He urged that the students train themselves spiritually as well as intellectually.

**Exhibit in
Primary
History**

An exhibit of the hand work done in connection with the primary history was to the Senior Class one of the most interesting features of their year's work in primary methods. As the various countries were being studied the girls worked out plans for constructing homes and villages typical of each country.

The types selected were: Modern life, illustrated by paper and wood play houses; primitive life, illustrated by the North American Indians with their wigwams and implements of warfare; Eskimos with their huts of snow and ice; children of other lands, illustrated by the Japanese, with their light bambo houses; the Dutch, with windmills.

Paper and china dolls were dressed in the costumes of the different countries and arranged around the villages in such a manner that the spectator could readily see the manner of living, customs and amusements of each country.

In addition to the actual construction work, many excellent suggestions for drawing were shown by the blackboard illustrations.

Each group of girls worked out the cost of the production, and the manner in which it could be correlated with various other subjects. These statements were left with the work so that those viewing the exhibit might see just how this work could be used.

**Exhibit of
Baskets**

Work in basketry has been given by Miss Lewis this year to the "B" or second year academic course. The "B" class has spent the last two terms in making baskets. Longleaf pine needles and willow are the materials they are using.

At the close of last term they had an exhibit of the pine needle baskets that they had made during the term. The library was daintily decorated

and the baskets arranged on the tables. There were about one hundred baskets of all shapes and sizes, which made an attractive display.

An article on Basketry—starting with the needles on the tree, the whole process of gathering, preparing, and converting into the basket—is given elsewhere in this issue of THE QUARTERLY by one of the students who did this work.

**University
Dramatic Club** "Arms and The Man" was presented by the Dramatic Club from Chapel Hill at the Training School on March 8th.

The play was well chosen and the acting exceptionally good, especially that of the boys who took the parts of girls. It would have taken an experienced playgoer to have detected that they were not really girls.

After the play the Senior Class entertained the Club.

**Visit from
Oxford
Singing Class** The Singing Class from Oxford Orphan Asylum made its annual visit to the Training School on April 13th. The concert is exceptionally good this year. The children entered into the concert with just that spirit that shows careful training and also affords much pleasure to the audience.

**Faculty
Activities** Each week some of the men of the faculty of the Training School are called upon to make commencement addresses at various places in the State. Mr. Wilson has visited the following schools: Smith Town, Pitt County, March 30th; Beechfork, Chowan, April 8th; Everetts, Beaufort County, April 9th; Epsom, Vance County, April 27th; Sunbury, Gates County, April 29th; Elmo, Chowan County, April 30th. He has also attended the county commencement of Beaufort and Pamlico counties.

Mr. Austin spoke at Autreville, Sampson County, April 8th; Pierce, Pitt County, April 27th; Dixie School, Edgecombe County, April 28th.

Mr. Meadows has spoken at Ballard's Cross Roads, Potecasi, Winterville, Warsaw and Spring Hope.

Mr. Underwood has attended the commencements of nearly all the schools in Pitt and has spoken at Clay Root, Pitt County; Bridgeton, Craven County.

President Wright has had many requests but on account of the fire and the vast amount of extra work entailed thereby he has had to refuse nearly all of them. However, he has appointments at Manteo, Dare County, May 18th, Lumber Bridge, Robeson County, May 25th, and New Bern, Craven County, June 1.

Miss Muffley spent one week during March in Durham, directing the musical activities and making a musical survey in the city schools.

The culmination of Miss Muffley's year's work, both at Kinston and Greenville, was a playground event at each place. The one at Kinston

was held on May 4th. The one at Greenville will be held on May 28th. Songs, drills and singing games were featured at both places.

Miss Muffley spent May 5th and 6th in the Goldsboro schools. On the 7th of May she gave a demonstration lesson in public school music before the State Federation of Women's Clubs at the annual meeting.

Miss Davis worked out the plan for four of the episodes in the colonial pageant given at Granville County Commencement.

Miss Jenkins gave suggestions for the plan for one of these episodes.

A number of requests has come to Miss Davis for suggestions because of her article in a former issue of *THE QUARTERLY*, "The Use of Pageants in Schools."

Misses Davis and Jenkins talked to the End of the Century Club of Greenville on April 6th on Illiteracy in North Carolina and the Moonlight School Movement.

Mr. Austin went to Raleigh on April 24th to attend a meeting of the State Board of Examiners of which he is a member.

Miss Waite was sent as a delegate from Greenville Branch of the Southern Association of College Women to the meeting of the State Federation of Women's Clubs which was held in Goldsboro the first week in May.

Mr. Meadows represented Baylor University at the inauguration of Dr. Edward Graham, the president of the State University.

Misses Barrett and Armstrong attended the Edgecombe County Commencement and acted as judges in the reading contests.

Miss Waite was made head of the Department of Education of the North Carolina Federation of Women's Clubs at their recent meeting in Goldsboro.

**Sixth Com-
mencement** At the sixth commencement, June 6-9, the annual commencement sermon will be preached by Bishop Thomas C. Darst, and the Y. M. C. A. sermon by Rev. George Matthis, of Clinton; the annual address will be delivered by Hon. Francis D. Winston.

**Illness of
Gov. Jarvis** The officers, faculty and students are deeply concerned over the serious illness of Gov. T. J. Jarvis, who has been their beloved friend and safe adviser ever since the school was founded.

The Spice of School Life

Ethel: "Johnnie, are you afraid of a fox?"

Johnnie: "No, ma'am; my Sunday School lesson said trust in the Lord and be not afraid."

Pearle (after singing a song for the second grade): "Now children you may sing it with me."

Mary: "Oh Miss Brown, you sing it again, you sound just like a graphophone."

Rubelle: "Who knows what polite means?"

Haywood: "Oh, it means sit up straight."

Maude: "Who knows who Elijah the prophet was?"

Frank: "Oh, I do, he was that fortune teller."

Lois: "Rogers, why does the wind blow?"

Rogers: "To keep you from melting."

Senior: "What does rumor mean?"

Frank: "That means boarders, we've got some."

A farmer near Corning, Kas., whose son was an applicant for a position under the Government, but who had been repeatedly turned down, said:

"Well, it's hard luck, but John has missed that civil service examination again. It looks like they just won't have him."

"What was the trouble?"

"Well, he was short on spellin' and geography, and missed purty fur in mathematics."

"What is he going to do about it?"

"I dunno. Times is mighty hard, and I reckon he'll have to go back to teaching school for a livin'."—*Selected.*

A school teacher in one of the counties of New York State recently received the following note from the mother of one of her pupils: "Dear Mis, you writ me about whipping Sammy. I hereby give you permission to beet him up eny time it is necessary to learn him lessons. He is just like his father—you have to learn him with a club. Pound nolege into him. I want him to git it and don't pay no atension to what his father says, I'll handle him."—*Everybody's.*

